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ABSTRACT

This document was prepared by the State University College at Buffalo in cooperation with the Buffalo Board of Education and Buffalo Teachers Federation in response to a New York State Board of Regents mandate requiring that certification programs in the area of education must be competency based and that the skills, knowledges, and attitudes (SKA's) for each program must be specified along with evaluation criteria for each SKA. The program was organized into three phases that require the preservice student to develop competencies in four major role areas, including those of a Humanist, Diagnoser, Prescriber, and Implementor. A total of 303 SKA's were developed specifying the competencies required in the program, including a suggested instructional activity and appropriate evaluation criteria for each. An evaluation model was also prepared for the total program. The document consists of three major sections. Section I, "Program Information," summarizes essential details concerning the proposed program. Section II, "The Program," includes the conceptualization statement of position, nature and sequence of the program, and requirements for entrance. Section III, "Involvement," describes the agencies that were involved in the development of the program and includes such details as the program governance structure, the roles and responsibilities of participating agencies, and the program development and implementation reservations. Six appendixes present materials for evaluation procedures, follow-up questionnaires, and SKA surveys. (MB)

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ED137273

ELEMENTARY TEACHER EDUCATION

Proposed Program Leading to the B.S. Degree and N-6 Provisional Certification

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Faculty of
Applied and Professional Studies
January, 1977
State University College
Buffalo, New York

SP010 711

The Proposed Elementary Teacher Education Program, N - 6

January, 1977

State University College

at

Buffalo, New York 14222

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FOREWORD

The New York State Board of Regents has mandated that certification programs in the area of education must be competency based and that the skills, knowledges and attitudes (SKA's) for each program must be specified. In addition, each SKA must include appropriate evaluative criteria. The Proposed Elementary Teacher Education Program, N-6 was prepared by the State University College at Buffalo in response to this mandate with the involvement and participation by the Buffalo Public Schools and the Buffalo Teachers Federation.

The document consists of three major sections. Section I "Program Information" summarizes essential details concerning the proposed program. Section II "The Program" includes the conceptualization statement of position, nature, and sequence of the program and requirements for entrance. Section III "Involvement" describes the agencies which were involved in the development of the program and included details such as the program governance structure, the roles and responsibilities of participating agencies, and the program development and implementation reservations.

The following individuals had major responsibility for developing the indicated sections:

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Program Governance Structure and Roles and Responsibilities of Participating Agencies: Edith Lewin, Sylvia Cohen and Richard E. Collier

The following individuals were also involved in developing the document: Kathleen Benjamin and Joseph Tontillo.

These committee members of necessity contacted and sought input from their colleagues during the planning and preparation of this proposal. Those many other colleagues must be thanked for their continued support and valued contribution.

Richard J. McCowan
Richard E. Collier

Editors

STATE UNIVERSITY COLLEGE AT BUFFALO
1300 ELMWOOD AVENUE BUFFALO, NEW YORK 14222

February 17, 1977

Dr. E.K. Fretwell Jr., President
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Dear Dr. Fretwell:

The proposed SUCB Elementary Teacher Education Program, N-6 leading to a B.S. Degree in Education and provisional certification, is enclosed for your review, approval and subsequent transmittal to Dr. Loren Baritz, Acting Vice Chancellor for Academic Policy, SUNY.

I need not cite the sequence of events and activities which related to this task during the last several years. As Coordinator of the Writing and Development Committee (see page 149 for the specific names, agency affiliation, and titles) I can say that I never worked with a task committee whose whole effort and dedication were as directed toward task-completion as this committee demonstrated. Obviously, these committee members of necessity contacted and sought counsel, advice and other input from their many colleagues through our deliberations. Those many other colleagues must be commended for their intense interest, full support, numerous and valued contributions, and essential criticism.

In closing, I must thank publicly the committee members - those of the Buffalo Public Schools, those of the Buffalo Teachers Federation and my colleagues of the State University College at Buffalo. Lastly, I must identify and thank Frank Lane, SUNY, William Boyd and Earle Flatt, NYSED, for their essential guidance and continued support along the way.

If you need additional materials or have questions, please call me.

Most sincerely,

Richard E. Collier

Richard E. Collier
Associate Dean
Applied and Professional Studies

REC:jz
cc: Dr. Barbara Frey
Dr. Ralph Williams

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Section I

Program Information

Date Proposal Submitted:	January 1977
Name of College:	State University College at Buffalo
Participating Public School District:	Buffalo Public Schools
Participating Professional Association:	Buffalo Teachers Federation
Title of New York Certificate to be Awarded Upon Completion of this Program:	Elementary Teacher, N - 6
Level of Certificate:	Provisional
Degree Toward Which This Program Will Lead:	Bachelor of Science in Education
Anticipated Date of Program Implementation:	September 1977
Anticipated Date of Program Completion by Initial Entrants:	May 1981

SECTION II

The Program

A. Conceptualization Statement of Position

B. Nature and Sequence of the Program

C. Requirements for Entrance

A. Conceptualization Statement of Position

We believe teacher education programs should insure that all teachers have wide ranges of well-defined cognitive, affective, and psychomotor skills. Furthermore, these programs should instill in teacher candidates a strong appreciation for the kaleidoscopic changes which are constantly taking place in the human organism and the corresponding complexity of the teaching - learning situation.

The ultimate goal of teacher education programs should be to graduate individuals dedicated to their own lifelong learning and to helping their students develop a love of learning. To this end, we concur with Carl Rogers who stated:

> The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world.[1]

Consistent with the above, it is our belief that the prospective teacher be confronted with specific entry requirements and, more importantly, that the criteria for successful program completion be:

1. stringent enough to insure that graduates have high degree of technical competence, and

2. personalized enough to insure the graduation of authentic people bent on becoming all that they are capable of being and on helping their students to do the same.

In looking closer at the area of technical competence, the emphasis is on the teacher as a knower and a doer. Reflecting upon the teacher as a knower,

John Dewey stated:

> When engaged in the direct act of teaching, the instructor needs to have subject matter at his fingers' ends; his attention should be upon the attitude and response of the pupil.[2]

In discussing the teacher as a doer, Dewey emphasized facilitation in stating:

> When the parent or teacher has provided the conditions which stimulate thinking and has taken a sympathetic attitude toward the activities of the learner by entering into a common or conjoint experience, all has been done which a second party can do to instigate learning.[3]

Attention to the graduation of authentic people cannot be overstated. This is due to the fact that teaching is fundamentally an interpersonal process. Rogers addressed this directly in saying:

> Another element of the teacher's functioning which stands out is his sincerity, his realness, his absence of a facade. He can be a real person in his relationships with his students, he can be enthusiastic, he can be bored, he can be interested in students, he can be angry, he can also be sensitive and sympathetic. Because he accepts his feelings as his own, he has no need to impose them on his students. He can dislike a student product without implying that it is objectively bad or that his student is bad. It is simply true that he as a person dislikes it. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed on from one generation to the next.[4]

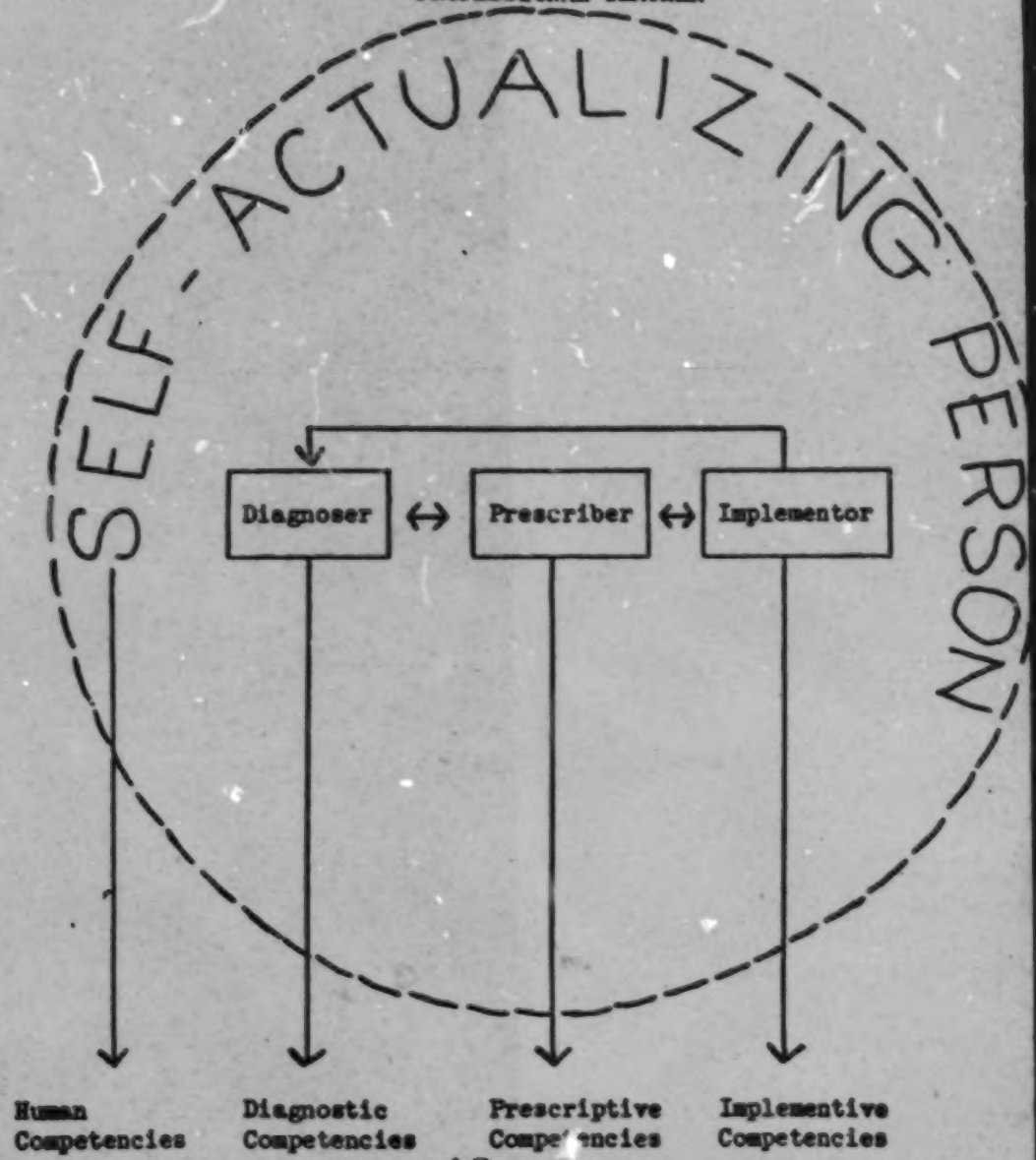
The foregoing paragraphs explicitly reflect our beliefs concerning the goals of teacher education programs. These paragraphs also point to a process which includes early and prolonged experiences with children and schools; identification of personal and progessional goals; principles and practices to be followed in attainment of these goals; constant feedback and support of college and public school personnel; and active decision-making by students as well as program personnel.

CONCEPTUAL FRAMEWORK[5]

As is stated above, the teaching-learning siutation is an extremely complex phenomenon. At any given point in time, a person actively involved in teaching might be exhibiting behavior in accordance with a number of specific roles, such as problem-solver, evaluator, learner, facilitator, organizer, innovator, counselor, etc. However, in the development of an outline for a teacher education program, it is highly desirable to begin with a holistic conceptualization of the broad areas of role responsibility and the corresponding areas of competence that the developers see as necessary to effective teaching.

The Chart which follows is a depiction of our conceptualization of what a professional teacher should be. Definitions for the terms used on the chart are listed after it.

CHART 1
GENERIC ROLES AND COMPETENCY AREAS
DEFINING THE TERM
PROFESSIONAL TEACHER



DEFINITIONS

1. Self-actualizing Person/Humanist - An individual whose needs tend toward the upper levels of Abraham Maslow's hierarchy of needs.[6]

2. Diagnoser - A person who can assess individual learning situations through the gathering and accurate analysis of relevant information.

3. Learning Situation - The various circumstances (physiological, psychological, and sociological) that a child is in at a particular time, which act as determiners of his or her performance in school.

4. Prescriber - A person who can develop action guides for dealing with individual learning situations through the linking of diagnostic results to appropriate instructional principles and practices.

5. Implementor - A person who can facilitate the carrying out of action guides that have been prescribed for individual learning situations.

6. Competence - The ability to successfully carry out a given role or roles.

The following paragraphs present an explication and justification of the roles and competency areas that appear on the preceding chart.

If one begins from the premise that schools should be happy places in which both teachers and students are engaged in active learning, it becomes a logical necessity that teachers by psychologically and professionally able to meet the needs of the whole child. Since this is the philosophic position from which the present program begins, and since basic human needs are the most fundamental interaction variables, the foundational role in this taxonomy of teaching roles and competencies is that of a self-actualizing person. Teaching is a people thing. It is a preeminent example of people needing other people. Therefore, teachers should be authentic people - authentic in the same sense that Chris Argyris uses the term. Argyris sees authenticity as a quality that an individual

brings to interpersonal relationships. This quality is achieved in degrees as the individual is able to open himself up to himself and others.[7]

In line with the role of self-actualizing person, the first competency area that appears in the taxonomy is the area of human competence. The teacher preparation program under discussion calls on those completing it to demonstrate a high degree of human competence in their interactions with students and others. Such a demonstration is to include behavior that denotes: 1) awareness, acceptance and concern for self and others, 2) fair application of professional authority, 3) ability to understand and operate effectively within the organizational structure of the school and school system, and 4) ability to feel comfortable and facilitate the comfort of others in various types of interpersonal settings.

Another role which appears on the preceding chart is that of diagnoser. The role of diagnoser is usually related to and dependent upon medical and statistical models of development. In essence, a diagnoser is usually seen as a person who performs an examination to determine "what's wrong".[8] However, the term diagnoser as it is being used in the present context, refers to the ongoing activities of a teacher in gathering and analyzing information on individual children to help determine the individual learning situation of each child with whom the teacher is interacting. A learning situation is defined as the various circumstances (physiological, psychological, and sociological) that a child is in at a particular time, which act as determiners of the child's performance in school. Thus, the term diagnoser, as it is used in the present

context, although it is still related to the medical and statistical models of development, takes on a social systems emphasis. This emphasis changes the definition of the role from a negative ("what's wrong") view to a neutral ("what are the determiners of the present situation") perspective. The results should be diagnoses which emphasize "what's right" about children and how their environment may be facilitating or interfering with their progress.[9]

In line with the role of diagnoser, the teacher preparation program under discussion calls on those completing it to demonstrate that they can diagnose pupils in the classroom. Such a demonstration is to include the accumulation and analysis of the following types of information concerning individual children: 1) background information on family and neighborhood, 2) interpersonal influences in and out of school, 3) operational levels in various curricular areas, 4) special abilities, 5) special interests, 6) self-concept, 7) special disabilities and 8) unique learning styles.

Justification for inclusion of the above mentioned type of diagnostic role and the corresponding competency area on the taxonomy has a broad base. Briefly, their inclusion, combined with inclusion of a prescriptive role and competency area, would allow more youngsters to stay out of special education rooms and in regular classrooms. The inclusion of the diagnostic and prescriptive roles in competency areas also offers a solution to the problem of facilitating the progress of children with learning disabilities who are presently in regular classrooms. Furthermore, the changing of

the diagnostic role from a negative to a neutral perspective should answer many of the criticisms of past and present diagnostic activities which have a "what's wrong" flavor and "final pronouncement" character.

A third role which appears on the preceding chart is that of prescriber. The role that is under discussion here involves the ability to apply some principles and develop action guides for dealing with individuals' learning situations through the linking of diagnostic results to appropriate instructional rationales and practices.

Many different types of instructional programs and corresponding equipment and materials are presently available and could be used to facilitate the progress of individual children in various types of learning situations. Therefore, the role of prescriber involves the possession of a broad based knowledge of these programs. It also involves, when necessary, the ability to locate information about other programs that have been developed. Furthermore, it involves the ability to develop instructional programs when no suitable program can be found and in essence, the role of prescriber involves the possession of a broad knowledge base of teaching/learning principles in the area of educational theory, curriculum development and educational planning.

In line with the role of prescriber the teacher preparation program under discussion calls upon those completing it to demonstrate that they can prescribe individual instructional programs in line with individual diagnostic profiles.

Justification for inclusion of the above mentioned role and its corresponding competency area in the taxonomy is that the knowledge and skills of the prescriber are necessary if diagnostic results are going to be used in a constructive manner.

The final role which appears on the preceding chart is that of implementor. The role that is under discussion here involves the ability to facilitate the carrying out of action guides that have been prescribed for individual learning situations.

The types of skills that are involved in this role include, among others: 1) adequate use of various types of descriptive techniques, 2) suitable use of questioning strategies and techniques, 3) ability to facilitate individual and small group efforts, 4) ability to speak and write clearly, 5) ability to maintain instructional goal orientations and 6) ability to implement intervention technique strategies for students who demonstrate disruptive surface behavior.

In line with the role of implementor, the teacher preparation program under discussion calls upon those completing it to be able to implement diagnostic prescriptions through: 1) the use of varied teaching approaches, 2) the application of sound teaching-learning theory to individual teaching-learning situations, and 3) the use of constructive individual programs to deal with

disruptive surface behavior - when this is necessary.

Justification for inclusion of the above mentioned role and its corresponding competency area in the taxonomy involves the fact that a person could have a high degree of human competence and be an excellent diagnoser and prescriber without being able to effectively implement instruction. Therefore, the acquisition of implementive skills is necessarily involved in the teacher preparation program under discussion.

NOTES AND REFERENCES

1. Rogers, Carl. "The Interpersonal Relationship in the Facilitation of Learning", Phi Delta Kappan, Vol. 51, p. 294, January 1970.

2. Dewey, John. Democracy and Education. (New York: The Macmillan Company), p. 215.

3. Ibid., 160.

4. Paper given by Carl Rogers to a session on Conformity and Diversity in Learning to be Free at the conference on "Man and Civilization" sponsored by the University of California School of Medicine, San Francisco, California (January 28, 1962), p. 9.

5. This conceptualization was originally developed within the State University College at Buffalo Teacher Corps. It appeared as a copyrighted article in the magazine, Educational Technology, (April, 1973), pp. 33 - 35.

6. For an elaboration of this view of "person", see Abraham H. Maslow, Motivation and Personality, wnd ed., (New York: Harper & Row, Publishers, 1970), pp. 19 - 34.

7. See Chris Argyris. Interpersonal Competence and Organizational Effectiveness, (Homewood, Illinois: The Dorsey Press, Inc., 1962), p. 24.

8. Descriptions of the medical and statistical models of exceptionality appear in Educational Psychology: A Contemporary View. (Del Mar, California, CRM Books, 1973), pp. 265 - 268.

9. A description of the social system model of exceptionality appears in Ibid., pp. 268 - 269.

B. The Nature and Sequence of the Program

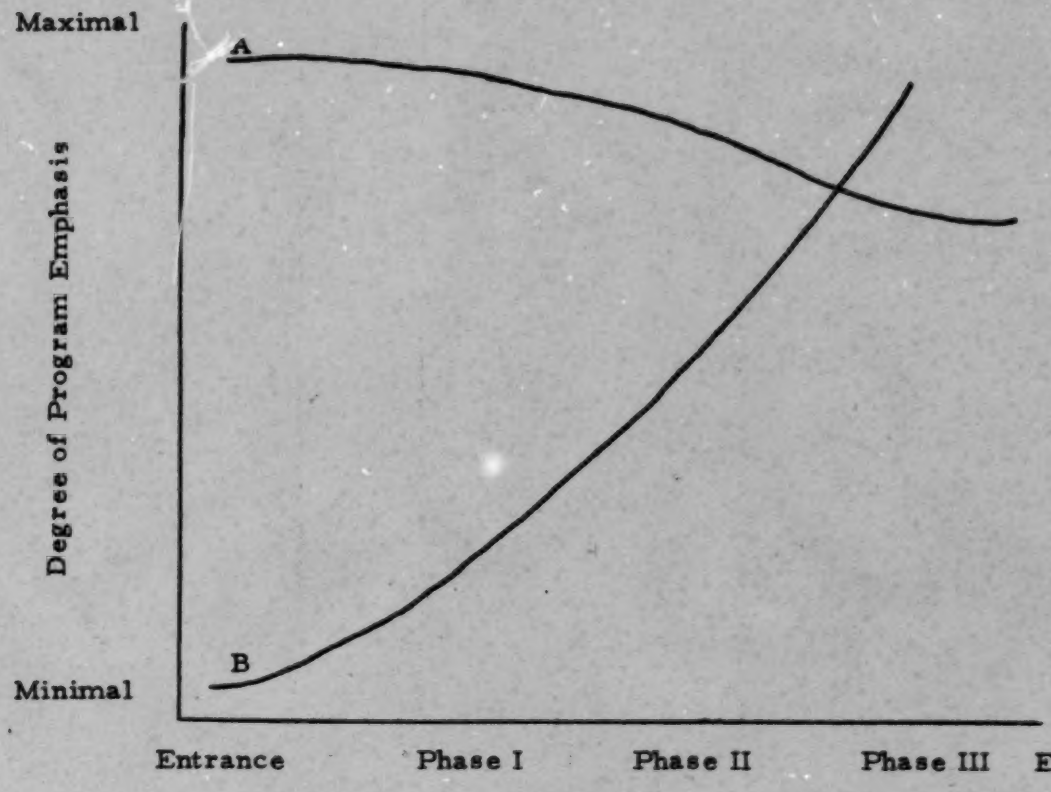
The major objective of the undergraduate program in Elementary Teacher Education at the State University College at Buffalo is to prepare provisionally certified teachers with competencies which enable them to teach effectively children from the nursery school to the sixth grade level. The program is based upon the conceptualization presented in the preceding section of the proposal which conceives the role of the elementary school teacher as a Self-actualizing Person or Humanist, Diagnoser, Prescriber, and Implementor. These role areas relate to the three domains of Bloom's Taxonomy of Educational Objectives.[1] The Humanist role, although it is overarching, has a strong affective orientation. The roles, Diagnoser and Prescriber, refer directly to cognitive responsibilities. Finally, the role, Implementor, while having cognitive and affective dimensions, is closely associated with the psychomotor domain.

The program is organized into three phases which require the student to develop competencies in each role area. As the program progresses, the emphasis given to field-based application of the knowledges, skills, and attitudes is significantly increased. The emerging teacher is expected to demonstrate an increasing ability to implement the instruction of children in a school setting.

The chart which follows graphically illustrates the relative program emphasis given to competency acquisition and field-based application of competencies at various points in the program. In examining the chart,

CHART 2

PROGRAM EMPHASES



A = Acquisition of Knowledges, Skills, and Attitudes

B = Field-Based Application of Knowledges, Skills, and Attitudes

the reader should note that as the program proceeds, an increased emphasis is given to field-based application of competencies. However, the emphasis on acquisition of competencies does not decrease proportionately. This reinforces the ultimate goal of the program which is to graduate individuals who are dedicated to lifelong learning and to helping their students develop a love of learning.

The following section of this proposal presents the knowledges, skills, and attitudes which form the basic structure of this program. These competencies are organized according to:

1. the phase of the program during which the student typically would be expected to demonstrate them, and
2. the teaching role area under which they most appropriately cluster,
3. the curricular area from which the competencies originate.

The competencies are presented on a series of five columned sheets. Each sheet has both phase and role designation in the upper left-hand corner. The content of each column is as follows:

Column 1 -- Competencies numbered within phase and lettered as to curricular areas from which they originate, i.e.,

a = Social Foundations,
b = Behavioral Foundations,
c = Curriculum--the language arts,
d = Curriculum--academic subject areas,
e = Teaching Practicum, and
f = Curriculum--culminating experience.[2]

Column 2 -- Instructional Procedures
Column 3 -- Assessment Procedures and Conditions
Column 4 -- Assessment Standards
Column 5 -- Assessors

Thus, by looking at a given sheet, the reader can determine the program phase during which achievement of the competencies on that page is expected, the role area under which the competencies cluster, and the competencies themselves together with corresponding instructional procedures, assessment procedures and conditions, assessment standards, and assessors.

In reflecting on the competency sheets which are included in the following section of this proposal and the typical sequence in which the competencies are to be acquired, several important points should be kept in mind. These include:

1. The competency list is not a finished product but rather a developing framework which will continue to change as more data are collected and analyzed.

2. The instructional procedures, assessment procedures and conditions, assessment standards, and assessors that are specified are illustrative in nature and do not imply that alternative approaches can not be used.

3. The phased sequence for competency achievement which is outlined in the following paragraphs, is only typical and can and should be altered in accordance with the individual needs of students.

It might be helpful at this point to review the types of experiences a student typically experiences in proceeding through the program. A major focus in each program phase is an emphasis upon the personal and interpersonal development of the student. In addition to this continuing effort in the area of human competence, each phase focuses on different, but interrelated, aspects of the preparation of a professional teacher.

In Phase I, there is a strong emphasis on the student attaining a wide

range of competencies related to the socialization, growth and development of children. Phase I focuses on the student's developing competencies related to the school and its mission in American society. During this phase, the student undertakes initial field experiences in schools and various ancillary agencies.

Phase II is directly concerned with the elementary school curriculum. Students develop a breadth of competence in teaching reading and other language arts, as well as in teaching social studies, science, and mathematics. In line with Phase II experiences, strong emphasis is placed on field-based demonstration of competence. During Phase II, students spend a considerable amount of time in schools working with children.

In the third and culminating phase of the program, the student undertakes extended and individually tailored classroom experiences. While in the field, the student is supervised by a college supervisor and cooperating teachers with a twofold intent. First, the student is expected to demonstrate, in an increasingly refined manner, those competencies acquired through the first two phases of the program. Second, with the help of the college supervisor, cooperating teachers, other school personnel, and peers, the student is expected to build upon the foundation of previously acquired competencies.

Finally, during Phase III, the student undertakes a culminating seminar which helps synthesize earlier educational experiences and refine a philosophy of education concerning the elementary school curriculum.

The chart which follows illustrates the program outline.

CHART 3

PROGRAM OUTLINE

Phase I Foundational Studies

The student will demonstrate knowledges, skills, and attitudes related to:

a.[2] Understandings of educational theories of teaching and learning within the social contexts of a school.

b. Human growth and development including introductory studies and an intensive study of human development during either early childhood, middle childhood, or pre- and early adolescence.

Phase II Curricular Studies

The student will demonstrate knowledges, skills, and attitudes related to:

c. The teaching of reading and other language arts.

d. The teaching of social studies, science, and mathematics.

Phase III Practicum in Teaching and Culminating Seminar

e. The student will demonstrate those knowledges, skills, and attitudes previously acquired and will build upon this competency base through extended and individually tailored classroom experiences.

f. The student will synthesize past education experiences in refining a personal philosophy of education and corresponding curricular views.

It should be noted here that all Elementary Education students, in addition to completing successfully the professional sequence outlined above, must also:

1. be in good standing at the college,
2. successfully complete:
   a. a sixty semester-hour general liberal requirement,
   b. a twenty-four semester-hour academic concentration, and
   c. three semester hours of study in physical education.

Upon successful completion of these requirements, the student receives provisional teaching certification (N through 6) and is awarded a Bachelor of Science degree.

NOTES AND REFERENCES

1. See Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives (New York: Longmans, Green, 1956).
2. Letters refer to previously cited areas of curricular origin.

C. Requirements for Entrance

1. Each student will be admitted contingent upon completion of the general-liberal education requirement and maintenance of a 2.0 grade point average on a 4.0 point grade scale,[1]

2. Each student must apply and be accepted in the SUCB Elementary Teacher Education Program. The "Program Governance Structure" will be the major vehicle for developing specific recommendations and procedures for refining and implementing modified and/or additional criteria in assisting in determining what students are admitted into the program. These recommendations and procedures will be forwarded to the Office of the Dean for Applied and Professional Studies, SUCB, for analysis and implementation as appropriate and within the approved College procedures and requirements for effecting such changes.

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1. Each student will be required to complete an approved academic concentration area of at least 24 semester hours and maintain a 2.0 grade point average to qualify for the degree. Examples of approved academic concentration areas include, but are not limited to: Communication Arts, Early Childhood, Urban Education, Music, Special Education, Mathematics, English, Foreign Languages -- French, German, Italian and Spanish, Social Studies and Science. Other areas will be developed and approved based on emerging need and available resources in the months and years ahead.

SECTION II - CONTINUED

D. Expected Skills, Knowledges and Attitudes

- Phase I (Humanist, Diagnoser, Prescriber, Implementor)
- Phase II (Humanist, Diagnoser, Prescriber, Implementor)
- Phase III (Humanist, Diagnoser, Prescriber, Implementor)

D. Expected Skills, Knowledge and Attitudes

Phase I HUMANIST

State University College at Buffalo
N-6, Provisional Certification Program

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
1-A Demonstrate understandings and positive attitudes toward different cultural groups.	Conduct an interview with at least five members of a cultural group with whom a student has had limited prior contact.	Write an essay describing at least five significant characteristics discovered about the cultural group.	Identify at least five descriptive characteristics and give some evidence for each characteristic.	Instructor
2-A Analyze the social background and environment of a pupil.	Attend a lecture concerning important categories in the social background of a pupil and appropriate research approaches.	Produce an instrument(i.e., checklist) that will help a pupil to identify and describe significant factors in one's social background.	Evaluate instrument on the clarity and relevance of the content; and the instrument must be capable of identifying at least five important facts about a pupil.	Instructor Student
3-A Demonstrate critical reflection and emotional maturity in dealing with institutions, persons, and tasks.	Work as an instructional aide to a teacher at a place and duration approved by the instructor.	Evaluate observed behaviors in a classroom and a school.	Demonstrate maturity and analytical skills at a 90% level of acceptance.	Instructor Teacher
4-A Implement strategies of value education and values clarification.	Read literature about value education rationales and approaches.	Produce a value education teaching aid, such as a sentence-completion exercise, for classroom use.	Examine teaching aid for appropriateness of content, language, logic, and age level.	Instructor Teacher Student
5-A Demonstrate awareness of cross-cultural factors influencing education.	Participate in a seminar discussion about cultural differences and educational consequences.	Design a role-play simulation illustrating cultural differences.	Content of the simulated roles must be true and accurate at a 95% level of success.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
6-A Analyze issues related to the equality of educational opportunity.	Attend a lecture concerning issues and policies of equalizing educational opportunity.	Complete a test in a college setting.	85% level of success.	Instructor
7-A Synthesize a sociological analysis of an educational issue or a social force of education.	Visit a school board meeting.	Write an analytical essay giving evidences for at least four opinion assertions.	Essay will be evaluated on the quality of evidence given to support the four arguments - 85% level of acceptance.	Instructor
8-A Analyze the role structures and functions of a school organization.	In a small group discussion identify roles a teacher typically is expected to enact.	Compile a list of at least six roles.	List must be 95% accurate.	Instructor Student
9-A Distinguish major legal decisions affecting the development of public and private education.	Read literature about several significant court cases dealing with educational policies.	Complete a test in a college setting.	85% level of success.	Instructor
10-A Describe the sources of funding for a school district.	Attend a lecture concerning federal, state, and local sources of funding.	Draw a graphic illustration of the sources and percentages of funding for a local school district.	95% accuracy of information.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
11-A Identify the historical development and aims of elementary education.	Independent study based upon instructor's suggested resources.	Compile a list of at least eight significant events in the history of elementary education.	95% accuracy of information.	Instructo
12-A Identify major movements, principal events, and key figures in the history of educational theory.	Attend a lecture/discussion concerning major educational theories.	Complete a test administered by the instructor.	85% level of success.	Instructo
13-A Distinguish key characteristics of traditional and progressive education.	Complete readings assigned by the instructor.	Compile a list of at least 10 characteristics each for traditional and progressive education.	90% accuracy required.	Instructo
14-A Describe the historical, philosophical, and sociological bases of early childhood education.	Listen to audio-tapes concerning the foundations of early childhood education.	Write a term paper on a topic approved by the instructor.	Complete an essay of at least seven pages which includes several major characteristics, examples, and evidence to support assertions - 85% level of acceptance.	Instructo

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
1-B Demonstrate respect for the inherent worth and dignity of the individual.	Visit a social agency or institution or facility such as a senior citizens home; interact with at least one resident.	Write a paper outlining at least four characteristics possessed by individuals who respect students.	Include at least four characteristics supporting the worth and dignity of the individual and at least three anecdotes supporting the student's demonstration of his respect for them.	Instructo
2-B Organize and interpret personal experiences in a framework of human development.	Independent assignment introduced in seminar.	Compose a life line of personal experiences organized in a framework of developmental stages.	Include in the life line all major developmental stages from middle childhood and incorporate at least two personal experiences within each stage.	Instructo
3-B Employ a holistic approach to human development.	Conduct a case study including factors prescribed by instructor.	Submit case study evaluated according to criteria stated on distributed checklist.	Achieve all criteria stated on checklist.	Instructo Student
4-B Demonstrate subscription to the notion that behavior is caused, those causes being complex, multiple and interrelated.	Conduct a case study including factors prescribed by instructor.	Submit case study evaluated accroding to criteria stated on distributed checklist.	Achieve all criteria stated on checklist.	Instructo Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
5-B Prize people of varying backgrounds, values and demographic characteristics.	Conduct an interview with at least five individuals from varying backgrounds.	Compose a position paper including at least four distinguishing characteristics of each prized interviewee.	Include at least four characteristics of each interviewee that make individuals prizable and include a rationale for each characteristic.	Instructo
6-B Demonstrate respect for individual differences and variations in the development of others.	View a film on developmental sequence and observe individuals at specified developmental stages.	Produce an observation report documenting observations of individual differences vis-a-vis normal development as stated in the literature.	Include at least five observations with accompanying personal reactions and bibliographic substantiations.	Instructo
7-B Organize and interpret personal experiences in a framework of learning theory.	Independent assignment.	Compose a life line of personal experiences organized in a framework of learning theory.	Include all major developmental stages from middle childhood up and incorporate at least two personal experiences within each stage.	Instructo
8-B Accept the learning level of the pupil as reflected in the pupil's questions and behaviors.	Select a pupil for interaction and study.	Generate a log including anecdotes, tape recordings, transcripts, etc. substantiating acceptance of pupil learning level and cognitive style.	Include evidence indicating at least two substantiations of student acceptance of pupil learning level and cognitive style.	Instructo Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
9-B Accept the physical, SES, cognitive, moral and spiritual development of the pupil as reflected in the pupil's questions and behaviors.	Select a pupil for interaction and study.	Generate a log including anecdotes, tape recordings, transcripts, etc. substantiating acceptance of the pupil's development.	Include evidence indicating at least two substantiations of student acceptance of pupil development, self evaluation.	Instructo Student
10-B Discuss the effects of culture on sex-typing and socialization.	Small group buzz sessions (N = 5 to 10) with recorded reporting to the total group.	List the major effects discussed by the small groups and will evaluate the quality of the discussion.	Discuss at least three major effects of culture on sex-typing and socialization. The discussion will be rated superior if the discussion is objective and unbiased and if a consensus is reached.	Instructo Student
11-B Describe how schools influence the sexual development of pupils.	Large group/small group discussion.	Complete a listing of the major effects of the schools on the sexual development of pupils.	a) Describe at least three ways in which schools train pupils differently for socially acceptable roles. b) List five ways in which school districts engage in sexual discrimination (draw from personal experience). c) Describe four ways in which schools might modify the curriculum to limit the influence of sexual discrimination and stereotyping.	Instructo Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
12-B Discuss the desirability of including training in moral behavior in the public schools.	Select debate teams of three members each to debate the following question: "Resolved that moral education should be included in the public school curriculum," with one team debating the affirmative and the other, the negative.	Class members not participating in the debate will serve as judges. Small groups (N = 4 to 5) will list major arguments presented and reach a consensus decision concerning which team was superior. The rationale will be presented to the instructor.	Evaluate the rationale as satisfactory or unsatisfactory.	Instructor
13-B Discuss the major arguments pro and con on the issue of legalizing marihuana.	Conduct a debate with two students on the affirmative and two on the negative on the question: Resolved: That the use of marihuana be legalized.	Each student and the instructor will a) judge the debate; b) summarize the major arguments; and c) list any major points not discussed by the debators.	List all the major issues discussed by the debators. Summarize all major issues not discussed.	Instructor Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
14-B Examine sexual stereotyping of women as it occurs in educational and career choices and examine the group dynamics which occur when sexual stereotyping is discussed.	React to the following comment concerning the myth of Cinderalla and her Prince "A young woman will only need to work for a little while--until Prince Charming sweeps her off her feet. She and Prince Charming will have many beautiful children who will love them very much They will live to be very old, will die together, and will go to Heaven." Form small groups (N = 6 to 10) with one group member as recorder. Co-servers for each group will be briefed privately by the instructor and told to observe the emotional reactions of various group members.	Following reports by the recorders, each observer will describe the reactions of group members. Members of the class will be allowed to respond verbally and will complete a brief paragraph of less than 100 words describing their reactions.	Evaluate the experience as meaningful or not meaningful in regard to whether or not the stated objectives were accomplished.	Instructo Student
15-B Use group gaming techniques to explore decision making with pupils.	Identify or develop a game appropriate for use with a specified group of pupils. Use the game with a small group of middle or senior high school pupils (N = 5 to 10).	In a public school or laboratory school setting video or sound tape the group activity for presentation to the class.	Evaluate the presentation based on the extent to which a) the pupils made appropriate decisions, b) the group leader structured the experience to prevent confusion, and c) the group leader facilitated the interaction without imposing values. Each presentation will be rated as satisfactory or unsatisfactory on each of the above criteria.	

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
16-B Use the critical incident technique to facilitate pupil growth.	Identify or develop a critical incident model appropriate for use with a specified group of pupils. Use the model with a small group of pupils (N = 5 to 10).	In a public school or laboratory school setting video or sound tape the group activity for presentation to the class.	Define and give at least two illustrations of the critical incident technique. For the selected model describe the following: a) context of the incident; b) event preceding choice point; c) choice point; d) suggested intervention; e) intervention outcome. Each presentation will be rated as satisfactory or unsatisfactory.	Instructo Teacher Student
17-B Identify the major reasons why adolescents need guidance and counseling.	Independent reading assignment followed by small group discussions. A recorder for each group will report to the entire class.	Prepare a list of reasons why adolescents need guidance and counseling citing sources to support the reasons presented.	List and cite sources for at least five major reasons why adolescents need guidance and counseling.	Instructo
18-B Describe potential advantages and disadvantages of using values clarification techniques.	Form buzz groups (N = 5 to 8) with a recorder for each group and discuss the advantages and disadvantages, particularly on the possibility of imposing values.	College setting with the recorder for each small group reporting to the entire class.	Evaluate the activity as successful or unsuccessful based on the extent to which the group, as a whole, realized that the techniques should be used with discretion in order to avoid manipulating others.	Instructo Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
19-B Demonstrate awareness of, and sensitivity for the distinguishing characteristics of personality development at selected stages.	Large group/small group discussion.	Prepare a short paper discussing the implications of a specified theory of personality development by using examples from personal experience to illustrate crises which occurred at specific life stages.	Specify at least three examples selected from personal experience which illustrate the selected stage. The theorist should be noted. Papers will be reviewed during small group discussions and will be rated on level of sensitivity using a five point rating scale.	Instructor Student
20-B Describe the role of the classroom teacher in regard to personality development of pupils.	Form teams of two or three students and interview a teacher in a local school. Teams will report to the entire class.	Prepare a one page summary of the interview giving examples from the teacher's personal experience.	Summarize the responses of the teacher and give several specific examples from the teacher's personal experience.	Teacher
21-B Describe the positive and negative aspects of using instructional objectives.	Conduct a panel discussion in which several individuals represent each point of view. Allow time for questions, answers and discussion.	Attempt to reach a group consensus which recognizes the limitations and benefits, but also includes a plan by which the limitations can be alleviated or eliminated.	Prepare a list of the positive and negative aspects of using behavioral objectives. The lists must conform to those prepared by the instructor (80% success required). Evaluate the experience as rewarding or not rewarding. Evaluate the quality of the panel presentation and the questions, answers and discussion as superior, satisfactory, or unsatisfactory.	Instructor Student Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
22-B Describe the advantages and disadvantages of standardized tests.	Independent reading assignment followed by buzz sessions (N = 4 to 7). Individual reports from each group will be presented by a secretary.	Evaluate group reports by the instructor and individual student evaluators selected by the class.	List at least three advantages and three disadvantages of standardized tests.	Instructor Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
15-A Specify the connection between educational aims and ends.	Participate in a small group observation of a teacher conducting a lesson with pupils, and attempts to write reasons for either practices employed or optional practices.	Discuss notes in a small group of peers with the instructor.	Give at least three reasons for each practice.	Instructo Students
16-A Demonstrate both formal and informal analytical skills.	Attend a lecture on diagnosing the social background of a pupil through such approaches as sociograms and discussion with a pupil about recreational interests.	Write a diagnostic report identifying key background factors about a pupil with whom a student has worked.	Give at least one example as evidence to support any asserted hypothesis - at a 90% level of acceptance.	Instructo Teacher
17-A Construct situations that minimize over-emphasis on statistical measurement of learnings and stigmatic labeling of learners.	In a small group of students brainstorm on alternatives to testing and labeling.	Draw a chart outlining several non-empirical evaluative approaches.	Obtain widespread agreement among peers and instructor on the categories, explanations, examples, and rationales for at least six identified approaches - 85% level of agreement.	Instructo Student
18-A Identify assumptions of evaluative procedures and tests.	In a socratic dialogue state principles for various evaluative practices.	Write an essay critically analyzing the strengths and weaknesses of a specific evaluative instrument.	Include at least four key points well explained.	Instructo

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19-A Analyze key institutions and agencies in a school's environment.	Visit a financial, legal, or recreational agency in the community that has an important influence on the social environment of a pupil.	Write an essay reporting on an interview with a representative of the agency.	Identify at least five descriptive characteristics and give some evidence for each characteristic.	Instructor
20-A Describe the historical development and contributions of various ethnic groups.	Complete readings assigned by the instructor.	Compile summaries of articles read.	List and identify major themes and some development of rationales.	Instructor
21-A Analyze significant sociological data on a pupil, such as family, friends, recreation, etc.	Read case studies selected by the instructor.	Compile a written diagnostic profile concerning significant others in the life of a pupil with whom a student has worked.	Give at least one example as evidence to substantiate any diagnostic hypotheses - at a 90% level of acceptance.	Instructor Teacher
22-A Identify significant cultural, economic, and racial influences upon a pupil's learning and achievement.	Attend a lecture concerning socio-economic effects upon education.	In an essay refute three widely held misconceptions about the lower class pupil.	Give at least one reason to support claims made.	Instructor
23-A Analyze a pupil's peer interaction.	In a large group lecture/ discussion learns how to conduct a sociogram.	Write a report on a sociogram conducted with a group of pupils.	Describe steps in methodology, conclusions, and evidence for the assertions - 85% level of acceptance.	Instructor Teacher

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24-A Compile an inventory of a pupil's needs and interests.	Participate in a seminar discussion about rationales and approaches toward compiling interest inventories.	Compile a list of needs and interests of a pupil interviewed.	List at least six items with a reason given for each.	Instructor Teacher Student
25-A Social background data toward analyzing a pupil's strengths and weaknesses.	Attend a lecture concerning informal diagnostic approaches with children.	Write an essay summarizing some key social background data about a pupil with whom a student has worked.	Identify at least three pupil characteristics and give some evidence for each characteristic.	Instructor Teacher Student

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23-B Classify learning activities appropriate for pupils at instructor specified physical, SES, cognitive, moral and spiritual levels.	Seminar/lecture assigned reading of literature.	When given an annotated list of learning activities and developmental levels, groups of students (N-6) will classify learning activities according to developmental levels.	Classify learning activities according to developmental levels with only three disagreements on the part of the instructor.	Instructo Student
24-B Describe at least one theory for each of the following developmental phases: Physical SES Cognitive Moral Spiritual	Independent research assignment.	Write a paper outlining the distinguishing characteristics of educational implications of each theory.	Include at least four distinguishing characteristics of each theory and state two educational implications of each theory.	Instructo
25-B Distinguish among the following maldevelopments: Physical SES Cognitive Moral Spiritual	Classroom and other field visitations, video-tapes, assigned literature readings.	Record observations of maldevelopments in the areas of physical, SES, cognitive, moral and spiritual developments and document normal development in these areas.	Observations must include "objective" reporting of the malievelopments as witnessed in person, via video tape or in simulations; report must include a bibliography.	Instructo

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor.
26-B Evaluate physical development, SE development, cognitive development and moral development handicaps in a classroom or social agency.	Volunteer as a classroom aide or social agency for a 10 week period.	Diagnose human development handicaps in a classroom or social agency and compose a report substantiating each diagnoses.	Submit one accurate report for a handicap in each of the following areas: physical development, SE development, cognitive development, moral development, teacher and instructor must agree on 3 of the 4 reports.	Instructo Teacher
27-B Identify conditions that promote physical, SE, cognitive, moral and spiritual development.	Class discussion/library assignment.	Objective/subjective test in college setting.	Minimum score of 85% must be attained; student can retest t achieve minimum score.	Instructo
28-B Chart the growth pattern in human development.	Independent assignment.	Prepare a growth chart which includes all stages from birth to death.	100% degree of accuracy.	Instructo
29-B Distinguish the major elements and functions of the human anatomical system.	Independent assignment.	Submit anatomical chart which includes all major elements and functions as stated in three designated sources.	100% degree of accuracy.	Instructo
30-B Define intelligence.	Independent assignment.	Write a paper outlining the distinguishing characteristics of three definitions of intelligence and state the educational implications of each definition.	Include at least two distinguishing characteristics of each definition and state two educational implications for each.	Instructo

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
31-B Demonstrate knowledge of recent issues, trends and research in physical, SES, cognitive, moral and spiritual development.	Large group lecture and assigned readings with individual assignments.	Participate in five seminars in which papers on recent issues, trends and research are presented and discussed.	Presentations will be evaluated as satisfactory or unsatisfactory.	Instructo: Student
32-B List and annotate major sources in the field of physical, SES, cognitive, moral and spiritual development.	Large group lecture and library assignment.	Compile an annotated list of major sources and state the contributions of authorities in human development areas.	Include at lesst two sources in phyaical development; three sources in SE development; four sources in cognitive development; one source in moral development and one source in spiritual development.	Instructo:
33-B Identify major threats to an individual's well being, including physical, SES, cognitive, moral and spiritual.	Library assignment and class discussion.	Tested in large groups (N = 35)	Minimum score of 85% (student can retest to achieve minimum score)	Instructo:
34-B Analyze the role of the school, family and nutrition on physical, SES, cognitive, moral and spiritual development.	Seminar.	Generate a consensus statement regarding the role of the school, family and nutrition in the human development areas and select a speaker to present the seminar's viewpoint to other seminars for discussion.	Two of three observers must agree that a consensus was reached and that the position is reasonable.	Instructo: Student

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35-B Describe the significance of the peer group for human development stages.	Lecture followed by assigned readings.	Conference with instructor.	Differentiate the role of the peer group in the major developmental stages and communicate two distinguishing characteristics of the peer group during each stage.	Instructo: Student
36-B Define four major theories of learning.	Independent assignment.	Write a paper outlining the distinguishing characteristics of each theory and its educational implications.	Include at least five distinguishing characteristics of each theory with two educational implications for each.	Instructo:
37-B Demonstrate knowledge of recent issues, trends and research in learning theory.	Large group lecture, assigned reading assignment, and presentation of papers.	Participate in four seminars in which papers on recent issues, trends and research are presented and complete a presentation on one area of learning.	Evaluate each presentation as satisfactory or unsatisfactory.	Instructo: Student
38-B Evaluates own position on learning theory relevant to a selected teaching model	Independent assignment.	Select a teaching model personally preferred, select a learning theory personally disposed towards and record the relevancy of the theory to the model; must record factors that support and refute the association of the theory to the model and your conclusions.	Statement must contain at least five factors in support of conclusions.	Instructo

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39-B List and annotate major sources and authorities in the field of learning.	Attend lecture/read assigned lit/ library assignment.	Compile an annotated list of major sources and state the contributions of authorities in learning.	List must include at least five sources and four authorities in learning.	Instructo
40-B Identify major factors which influence learning.	Attend lecture/read assigned literature	Compile an annotated list of factors influencing learning.	List must possess at least six factors with accurate annotations.	Instructo
41-B Analyze the role of the school, family and peer group on learning.	Seminar.	Generate a consensus statement regarding the role of the school, family and peer group on learning and select a speaker to present the seminar's viewpoint to other seminars for discussion.	Two out of three observers must agree the procedures for consensus taking were followed and that the seminar's position is reasonable.	Three instructo appointed observers
42-B Transform relevant data into learning profiles.	Large group lecture and assigned readings.	When given relevant data from simulated cumulative records, the student will construct three learning profiles for three pupils.	Include evidence with bibliographic support for each profile. Instructor must agree with at least two of the three proposed profiles.	Instructo
43-B Identify systems of classroom organization/ management appropriate to specified developmental levels.	Library assignment/class discussion.	Objective/subjective test in college setting.	Minimum score of 85% (student can retest to achieve minimum score)	Instructo

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44-B Define learning.	Independent assignment.	Write a two to five page paper outlining the distinguishing characteristics of three definitions of learning and state the educational implications of each definition.	Include at least two distinguishing characteristics of each definition and state two educational implications of each definition.	Instructo
45-B Identify pupils with learning and disabilities and evidence skill in nurturing the individual's learning development.	Volunteer as an aide in a classroom or social agency.	Diagnose learning disabilities and prescribe learning activities for individual pupils. Record results in a log.	Include evidence indicating two bibliographic references for each diagnosis and prescription. Instructor and teacher must agree on 75% of the submitted material.	Instructo Teacher
46-B Demonstrate skill in selecting, administering and interpreting instruments and techniques which appraise learning in individuals.	View video tape and interact in seminars (N = 10).	In a simulated situation, select, administer and interpret instruments and/or techniques which appraise learning. Video tape student performances.	Select an appropriate instrument or technique; must properly administer and interpret it with only three disagreements on the part of the instructor.	Instructo
47-B Design an educational environment.	Independent assignment and conference with instructor.	Construct and justify an educational environment, including philosophy, rationale, objectives, materials, facilities and evaluation system.	90% congruance between design and stated philosophy, rationale, objectives, materials, facilities the evaluation system.	Instructo Student

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48-B Demonstrate ability to obtain and use appropriate pupil appraisal data as part of the teaching/learning process.	Independent assignment to complete a case study after reviewing cumulative records of a pupil.	Submit case study evaluated according to criteria stated on distributed check list.	Cumulative record must include at least accurate assessment of an achievement test, aptitude test, grades, anecdotal records and two other instruments.	Instructo
49-B Identify major factors which influence human development and behavior.	Large group lecture and independent research assignment.	Compile an annotated list of factors which influence human development and behavior.	Include at least six factors with accurate annotations (e.g., organic, affectional, socialization, peer-group, intelligence, self-adjustive processes, self organizing).	Instructo
50-B Classify developmental tasks according to developmental stages.	Independent reading assignment.	Objective examination in college setting.	90% success required (student can retest to achieve minimum score).	Instructo
51-B Distinguish characteristics of major developmental stages.	Large group lecture and assigned readings.	Compile an annotated list distinguishing characteristics of the major developmental stages.	Include at least two characteristics for each major developmental stage cited.	Instructo
52-B Evaluate the purposes and approaches to the study of human development.	Large group lecture and assigned readings.	Generate a three to five page position paper.	Include at least four purposes and five approaches to human development study with documented assessments and a supported personal preference for an approach.	Instructo

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53-B List and annotate major sources and authorities in the field of human development.	Large group lecture and assigned readings.	Compile an annotated list of major sources and state the contributions of authorities in the human development field.	Include at least five major sources and the contributions of four authorities in the field of human development.	Instructo
54-B Identify techniques used to study individuals.	Large group lecture and assigned readings.	Compile annotated list of individual study techniques.	Include at least three techniques used to study individuals.	Instructo
55-B Define motivation.	Independent or team library research assignment with report to total class.	List and cite references for selected definitions of motivation.	Present at least four definitions of motivation citing the source and the theorist who developed the definition. Indicate which definition is preferred.	Instructo
56-B Describe affiliation and approval-dependent motives.	Large group lecture/discussion.	Objective/essay examination in a college setting.	80% or higher on examination.	Instructo
57-B Define intrinsic and extrinsic motivation.	Large group lecture/discussion.	Objective/essay examination in a college setting.	80% or higher on examination.	Instructo

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58-B Design a token economy system.	Small group (N = 3 to 6) activity.	Design a token economy system for a selected area and grade level. Outline the plan in a two to four page report. Limit monetary rewards to $25.	Include a statement of the general and specific objectives. The number of points required to be earned to achieve the reward must be specified and related to developmental needs of pupils.	Instructo
59-B Describe Maslow's hierarchy of needs as related to motivation theory.	Large group lecture/discussion and independent reading assignment.	Complete a two to five page paper describing and evaluating the theory.	List the six basic needs in rank order and should critically evaluate the theory in relation to the instruction of children.	Instructo
60-B Describe the effects of goal setting on success and the factors which influence goal setting.	Large group lecture/discussion and independent reading assignment.	Complete a two to five page paper describing and evaluating the theory.	Describe the major conclusions which can be selected from research completed in the area and relate these conclusions to personal experience. The paper will be evaluated as satisfactory or unsatisfactory.	Instructo
61-B Describe findings on sex differences on cognitive and personality dimensions.	Large group lecture-discussion and independent reading assignment.	Complete a one or two page paper describing findings on sex differences on cognitive and personality dimensions.	List at least three differences in the cognitive and three in the personality dimensions and cite sources.	Instructo

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62-B Compare the height curves of males and females from birth through 20 years of age.	Large group lecture/discussion and independent reading assignment.	Graph the growth curves of different parts and tissues of the body at various age levels. Lymphoid, brain and head.	Include descriptive data for different parts and body tissues including the following four chief types: lymphoid; brain and head; general; reproductive. Indicate the size attained in percent of total postnatal growth. Graph will be rated satisfactory or unsatisfactory.	Instructo
63-B Describe findings on sex differences in areas of speed, balance, and flexibility.	Large group lecture/discussion and independent reading assignment.	Complete a one or two page paper describing findings on sex differences in speed, balance and flexibility.	List at least one difference in each of the areas noted and present sources for each difference.	Instructo
64-B Define personality.	Independent reading assignment and large group lecture/discussion.	Objective test in college setting.	When presented with a list of major personality psychologists, match a definition of personality with the name of the theorist who developed the definition (80% success required).	Instructo

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assesson.
65-B Distinguish among the major theories of personality development.	Independent reading assignment and large group lecture/discussion.	Complete a two to three page essay comparing the psycho-analytic, phenomonological, and behavioral theories of personality development.	Evaluate essays as superior, satisfactory, or unsatisfactory. (Include a) specific comments on the major theorists responsible for developing each theory b) significant historical perspectives; and c) major limitations).	Instructor
66-B Name and describe the stages of personality development as presented by a major personality theorist.	Independent reading assignment and large group lecture/discussion.	List and briefly describe the stages of personality development in a paper ranging from two to five pages in length.	Identify the individual responsible for developing the theory citing specific sources. Each stage should be listed and a brief description of each stage presented. Papers will be rated as satisfactory or unsatisfactory.	Instructor
67-B List and describe the levels of moral thought and stages of moral development.	Preassigned reading assignment followed by a large group lecture discussion.	Objective/subjective examination in a college setting.	List and describe the three levels of moral thought and relate the six stages of moral development appropriately to each level of moral thought (see L. Kohlberg).	Instructor

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68-B Identify the levels of moral and stages of moral development in children at varied age levels.	Select at least three children ranging in age from 3 to 14. Present each child with a problem in which a moral decision or judgement must be made. Students may work independently or in teams of two or three.	Field setting in a public school or selection of children from family or neighborhood. Students must describe the decision and classify the level of moral thought and stage of moral development displayed by the child in a brief, written summary of one or two pages.	Evaluate each written summary to determine if the student evaluation was accurate or inaccurate (100% accuracy required).	Instructo Teacher
69-B Identify the major types of drugs which affect the central nervous system and describe the primary psychological and social effects.	Large group lecture with independent reading assignment.	Develop a chart which includes the major types of drugs, specific examples of each (trade and slang names) and the major psychological and social effects.	Include three major types of drugs (stimulants, depressants, and hallucinogens) with three specific examples of each. Include trade and slang names and major psychological and social effects of each.	Instructo
70-B Describe the social and physiological problems caused by alcohol.	Large group/small group lecture discussion.	Summarize the major points discussed in a three to five page paper.	Include at least five social and three physiological problems caused by alcohol.	Instructo

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
71-B Determine the extent of drug usage in a public school system.	Large group lecture and class assignment with committee responsibilities.	Conduct a survey with a randomly selected sample in an actual or simulated setting.	List procedures which should be followed in conducting the survey. Describe the sampling plan and determine sample size. Develop the questionnaire and, if possible, administer it.	Instructor
72-B Identify leadership skills and qualities appropriate for teachers.	Review the literature in the library and identify studies which have investigated leadership qualities and skills either independently or in teams of two or three. Each individual or team will present an oral report to the class describing the findings. A master list of the skills and qualities with sources will be compiled by the instructor.	Submit a list of sources supporting the selection of skills or qualities.	List at least five leadership skills or qualities useful for a teacher and specify the source from which the skill was selected	Instructor Student
73-B List and compare major approaches to group dynamics.	Large group lecture/discussion.	Objective examination in a college setting.	When presented with the major characteristics of the major approaches to group dynamics (therapy groups, T-groups, and encounter groups), identify the characteristics appropriate for each group (80% success required).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
74-B List and describe techniques appropriate for use when working with groups.	Large group lecture/discussion.	Essay examination in a college setting.	List and describe at least six techniques appropriate use with groups and give an illustration of when each technique could be used.	Instructor
75-B Define and compare the terms guidance and counseling.	Large group lecture/discussion with outside reading assignment.	Complete a short paper two or three pages in length defining and comparing the terms guidance and counseling (independent assignment).	a) Define guidance and counseling providing a source(s) for the definitions, and b) list at least five ways in which guidance and counseling differ.	Instructor
76-B Identify and become familiar with values clarification techniques.	Large group/small group discussion with outside reading assignment.	List and describe values clarification techniques as an independent assignment. Write a two or three page paper giving a personal reaction to the significance of values clarification techniques.	List and describe at least three values clarification techniques citing the source for each. Reaction paper will be evaluated as satisfactory or unsatisfactory based on the extent to which the student grasps the fundamental aspects of values clarification.	Instructor

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77-B Define two major theories of discipline.	Independent research assignment.	Write a paper outlining the distinguishing characteristics of each theory and its implications for education.	Include at least four distinguishing characteristics of each theory and state two educational implications of each theory.	Instructor
78-B Identify the conditions that promote constructive discipline.	Role playing in small groups (N = 5 to 7).	Identify conditions that promote constructive discipline and write a group paper for distribution to the entire class.	Include at least six conditions that promote constructive discipline.	Instructor
79-B Define three major theories of perception.	Independent reading assignment.	Write a paper outlining the distinguishing characteristics of each theory and its implications for education.	Include at least three distinguishing characteristics of each theory and must state at least two educational implications of each theory.	Instructor
80-B Demonstrate knowledge of recent issues, trends and research in perception.	Seminar and conference with instructor.	Present and discuss a paper on recent issues, trends or research.	Evaluate each other's demonstration performances as satisfactory or unsatisfactory.	Seminar group

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
81-B Write and classify behavioral objectives.	Large group lecture discussion followed by independent reading assignment. The instructor should list significant references.	Objective examination in a college setting.	When presented with a series of behavioral objectives, identify the major parts of each objective (audience, behavior, conditions, and degree) and classify each according to the appropriate domain (100% success required).	Instructor
82-B List the basic steps of the scientific method.	Large group lecture/discussion with outside reading assignment.	Objective examination in a college setting.	List the basic steps of the scientific method (100% success required).	Instructor
83-B Describe four major types of educational research and give an example of each.	Large group lecture/discussion with outside reading assignment.	Objective examination in a college setting.	When presented with definitions of the major definitions and examples of varied types of research correctly match the definitions and examples to the proper term (80% success required).	Instructor
84-B Distinguish between basic and applied research.	Large group lecture/discussion with outside reading assignment.	Objective examination in a college setting.	When presented with a list of characteristics of basic and applied research, correctly identify characteristics of basic and applied research (80% success required). Give an actual example of a basic and of an applied research study.	Instructor

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85-B List and define the three measures of central tendency, (mean, median, and mode).	Large group lecture/discussion with outside reading assignment.	Objective examination in a college setting.	When presented with different examples of measures of central tendency, correctly identify each measure (100% success required). Identify the correct definition by matching the proper term to the definition (100% success required)	Instructor
86-B Compare the advantages and disadvantages of using each measure.	Large group lecture/discussion with outside reading assignment.	Objective examination in a college setting.	Select the advantages and disadvantages appropriate for each measure by matching the proper term to the statement (80% success required).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
87-B Define and give an example of the following measures of variability: range variance standard deviation	Independent reading assignment followed by large group lecture/discussion. Reinforced material by a home or class assignment.	Define and give an example of the three terms.	Define each term correctly and present a relevant example.	Instructor
88-B Calculate each of the following measures of central tendency and variability: mean mode median range variance standard deviation	Independent or small group assignment completed during class.	When given a set of scores and the appropriate formulas, calculate the measures indicated.	Calculate each measure correctly.	Instructor Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
89-B Describe the distinguishing characteristics of a standardized test.	Large group lecture/discussion with outside reading assignment.	Objective examination or oral test in a college setting.	List at least four distinguishing characteristics of a standardized test.	Instructor
90-B Define test reliability and validity.	Large group lecture/discussion with outside reading assignment.	Objective examination or oral test in a college setting.	Define test reliability and validity.	Instructor
91-B Describe the distinguishing characteristics of a non-standardized test.	Large group lecture/discussion with independent reading assignment.	Objective examination or oral test in a college setting.	List at least four distinguishing characteristics of a standardized test as compared to a non-standardized test.	Instructor
92-B Identify the main types of standardized tests.	Large group lecture/discussion with independent reading assignment.	Objective examination or oral test in a college setting.	List ten main types of standardized tests and give two examples of each.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
93-B Define and describe each of the following terms: time sampling observation schedule rating scale (Likert, Thurstone, and Guttman) anecdotal record case study sociometric technique content analysis halo effect critical incident technique unobtrusive measure	Independent research assignment in library with large group lecture discussion. Small groups of students (N = 3 to 5) will select three of the terms and describe how the technique could be used by a classroom teacher.	Independent research assignment with students working independently or in teams of two or three.	Complete a written assignment in which each term is defined with a reference presented for each definition. Select at least three of the terms and describe how the technique could be used by a classroom teacher. The example must be an appropriate use of the technique.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
26-A Identify theoretical rationales for teaching strategies.	Attend a lecture relating educational theories and teaching strategies.	Describe in a conference with the instructor principles that will guide work with pupils in a subsequent practicum.	Discuss in detail at least 10 guiding principles - at level of acceptance.	Instructor Student
27-A Demonstrate educational theories from major historical periods.	Read assigned literature concerning historical movements in educational theory.	Complete a test administered by the instructor.	85% level of success.	Instructor
28-A Describe theories of early childhood education.	Participate in a seminar discussion about theories of teaching and learning in early childhood education.	Write a 10 page paper on a topic approved by the instructor.	Include identification of theories and strategies, practical examples, and detailed evidence to support assertions (85% level of acceptance).	Instructor
29-A Identify differences between philosophers of education.	Attend a lecture surveying several philosophies of education.	Complete a test administered by the instructor.	85% level of success.	Instructor
30-A Choose priorities and meanings in one's own philosophy of education.	In a small group discussion reflects on theories taught and practicums experienced with pupils.	Write an essay entitled "My Philosophy of Education".	Identify at least ten major principles, analyze the assumptions about teaching and learning, and give specific clarifying details and examples (85% level of acceptance).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
31-A Reflect critically on the language and logic of self and of others.	Receive critical feedback concerning work with pupils in a practicum during conference with instructor.	Observe behaviors while in tutoring in a classroom.	Assess teaching behaviors on organization, motivation of pupils, clarity of speaking, and situational response (85% level of acceptance).	Instructor Teacher
32-A Design classroom experiences to emphasize the correlation among teaching, knowing, and the aesthetic.	Read assigned literature concerning theoretical bases of aesthetic education.	Write an essay describing the application of principles of aesthetic education.	Include at least four key points well explained.	Instructor
33-A Omit de-humanizing factors from the educational environment.	Plan with the instructor to implement approaches to increase pupil self-esteem.	Work with a pupil to enhance his self-esteem.	Assess teaching behaviors on the effectiveness of relating to the pupil, interpersonal qualities, and the interest and confidence response of the pupil (85% level of acceptance).	Instructor Teacher Student
34-A Demonstrate optional theoretical approaches toward fulfilling a pupil's educational needs and individual freedom.	Discuss relating principles and practices in work with pupils in a practicum during conference with teacher.	Evaluate observed behaviors of student working with pupils in a classroom and the explanations given to the instructor.	Describe in depth to the instructor at least five principles that were applied in working with pupils.	Instructor Teacher

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
35-A Choose strategies appropriate to the socio-cultural context of a learner.	Participate in a seminar discussion concerning applying instructional approaches in culturally plural settings.	Participate in a role-play simulation of teaching minority pupils.	Demonstrate at least two strategies that incorporate specific interests from a pupil's cultural background (85% level of acceptance).	Instructor Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
94-B Identify the major factors upon which personality integration is based.	Large group lecture/discussion with independent reading assignment.	Prepare a paper ranging in length from two to five pages listing the major factors and relating them to personal experience by using himself or a friend as an example.	Rated as satisfactory or unsatisfactory depending upon the extent to which factors are identified and related to the example selected.	Instructor
95-B Describe the role and function of a counselor, particularly in relation to the role of the classroom teacher.	Large group lecture/discussion with outside reading assignment.	Prepare a one or two page paper describing the role and function of a counselor. Include at least five major responsibilities of a counselor, as well as a brief description of at least five factors which might affect that role.	Rated as satisfactory or unsatisfactory.	Instructor
96-B Describe appropriate counselor behaviors.	Large group lecture/discussion with outside reading assignment. Triads of students will complete assignment and report to class.	List appropriate counselor behaviors and cite sources to support choices.	List at least five appropriate behaviors with references.	Instructor
97-B Identify and describe major counseling approaches.	Large group lecture/discussion with outside reading assignment.	Multiple choice examination in a college setting.	80% success on a test comparing directive, client centered, rational-emotive, and Gestalt counseling approaches.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
98-B Identify major sources of educational and vocational information for pupils.	Independent reading assignment with small group discussion. A recorder will report for each group to the class.	Prepare a list of specific sources of educational and vocational information and will indicate the age level for which each is appropriate.	List at least three sources of educational information and four sources of vocational information appropriate for use by elementary pupils. List at least five sources of educational and five sources of vocational information appropriate for use by middle and senior high school pupils.	Instructor
99-B Identify major references in the areas of guidance and counseling.	Use the college library and examine major references (books and articles) in the areas of guidance and counseling. Select those references which are considered most significant and present a rationale why each was selected.	Teams of four to six students will review available material and will submit an annotated list to the instructor.	List at least six references in each area and present a short rationale of approximately 50 to 100 words supporting the choice. The list will be rated as satisfactory or unsatisfactory.	Instructor
100-B Distinguish between group and individual guidance and counseling techniques.	Large group lecture/discussion with outside reading assignment.	Complete a two or three page paper distinguishing between group and individual guidance and counseling techniques.	List at least three ways in which group and individual techniques differ and describe the strengths and limitations of each approach.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assess
101-B Develop and sequence instructional objectives appropriate for a specified instructional setting.	The instructor will present three instructional case studies describing a heterogeneous group of 10 children to small task groups of students (N = 5 to 10). The groups will be instructed to develop and sequence objectives for use in instructing the group. The case studies will contain data on I.Q., standardized achievement test scores, SES, and instructional areas to be covered.	Develop objectives, independently and present reports to the class and the instructor for evaluation.	Evaluated as satisfactory or unsatisfactory based on the extent to which the objectives developed contain statements describing the audience, specific behavior, conditions of instruction, and the criterion which will be used to determine if individuals in the group achieve the objective. The criterion must be stated in measurable terms. Appropriate objectives for all individuals in the group must be included and the objectives must be sequenced.	Instruc Student
102-B Describe biological factors which produce or contribute to sex differences.	Large group lecture/discussion with independent reading assignment.	Complete a one page paper describing the findings.	List at least three factors which contribute to sex differences and cite the source for each.	Instruc

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor.
36-A Communicate effectively in speaking and writing.	Participate in a seminar on effective and analytical communication skills.	Give a 10 minute talk in class and submit a written summary to the instructor on one philosopher of education.	Both oral and written presentations must identify at least five principles and explain them in depth employing excellent English usage.	Instructor
37-A Apply different philosophies of teaching and learning.	Discuss the demonstration of philosophy of education evidenced in practicums with pupils during conference with instructor.	Reflect on experiences with pupils and analyze orally the application of theories to practice.	Identify at least three philosophies appropriately used and explain in detail how the philosophies were applied (90% level of acceptance).	Instructor Teacher
38-A Implement classroom organizations and methods in concert with reflection on educational theories and arguments.	View a movie on the social organization of a classroom.	Participate in a simulation game dealing with social organization and change.	In the debriefing exercise a student must explain in depth at least two rationales for various behaviors experienced or enacted during the exercise (85% level of acceptance).	Instructor
39-A Identify social dynamics of learning.	Observe a teacher implement three different kinds of teaching strategies.	Write an essay identifying social dynamics of learning observed in a visit to a classroom.	Essay must identify at least five social dynamics and explain the positive or negative effects of each (85% level of acceptance).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
40-A Demonstrate strategies of both coping with and changing situations.	Listen to an audio-tape concerning strategies for responding to crises in an institution.	Evaluate observed behaviors in a school setting.	Demonstrate patience, maturity, judgment, and prudent speech and actions (85% level of acceptance).	Instructor Teacher
41-A Demonstrate positive teacher expectations toward pupils.	Read assigned literature regarding the self-fulfilling prophecy.	Evaluate observed behaviors while tutoring a pupil.	Demonstrate a habit of positively reinforcing successful responses by a pupil (85% level of acceptance).	Instructor Teacher
42-A Implement humanistic approaches to classroom evaluation.	Attend a lecture/discussion on humanistic approaches to evaluation.	Describe the evaluative approaches used with a pupil in a conference with instructor.	Identify at least two humanistic approaches employed, including in-depth explanations and rationales (85% level of acceptance).	Instructor Teacher
43-A Apply different models of teaching which fit different styles of learning.	Brainstorm with a small group of peers concerning strategies of applying movement theory in the classroom.	Assess observed student behaviors in working with pupils.	Demonstrate at least three different teaching approaches that require body movement by a pupil.	Instructor Teacher
44-A Provide for individualized instruction.	Observe a teacher implementing individualized instruction.	In an essay describe experiences of individualizing instruction for a pupil.	Include rationales for individualizing, specific diagnoses, and specific strategies employed (85% level of acceptance).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
103-B Use a values clarification technique.	Use a values clarification technique with a specified group of pupils. Select or adapt the technique from an existing source or develop an original technique.	Public school or laboratory school setting with the activity video-taped or audio-taped. A complete description of the techniques should be prepared. A report should be presented to the entire class.	Evaluate the activity as satisfactory or unsatisfactory. Evaluate taped presentation as superior, satisfactory, or unsatisfactory. Evaluate the written description of the technique used as satisfactory or unsatisfactory based on the extent to which the objectives are specified, the activities are described operationally, and the activities are appropriate for the level of the pupils.	Teacher Student Instructor Teacher Instructor
104-B Utilize appropriate observational techniques in structural and naturalistic situations.	View video tapes or participate in field visitations with large group lecture.	Select observational techniques for structural and naturalistic environments in a field or simulated setting.	Select two appropriate techniques for the structured and the naturalistic situation.	Instructor
105-B Discuss the major problems involved in conducting an observational study.	Large group lecture/discussion with outside reading assignment.	College seminar followed by a small group (N = 3 to 5) discussion. Group reports will be made to the entire class.	List three problems involved in conducting an observational study. Describe and give an example of an observational variable.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
106-B Demonstrate skill in selecting, administering and interpreting instruments and techniques which appraise human development in individuals.	View video tape and interact in seminars (N = 10).	In a simulated situation, select, administer and interpret instruments and/or techniques which appraise human development. Video tape student performance.	Select appropriate instruments or techniques and administer and interpret properly.	Instructor
107-B Develop a drug education program for a group of elementary students.	Small group activity (N = 3 to 5).	Develop a drug education program for a specified group of students. Outline the program in a two to five page paper.	Specify the procedures and materials which should be used to accomplish the objectives for a specific group of elementary students.	Instructor
108-B Demonstrate skill in using group guidance and counseling techniques.	Form dyads and conduct a group guidance or counseling session with a group of pupils (N = 5 to 15).	Video-tape or audio-tape the session in a public school or laboratory school setting. Each dyad will make a presentation to the class and will evaluate their performance in a two or three page report.	Include: a) goal statement; b) description of activities; c) confidentiality statement; d) description of counselor's function; e) description of student reaction. Rate as satisfactory or unsatisfactory.	Instructor Teacher

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
109-B Demonstrate skill in using individual guidance and counseling techniques.	Present teams of three to five students with a personal folder containing relevant achievement, background, and standardized test data for three students. Teams will analyze the data and summarize the major educational and personal implications for the client. A selected member of the team should interview the client and audio-tape the session.	Audio-tape the presentation and report to the team and the instructor. The report will be compared to a written list of recommendations prepared by the remaining team members.	Evaluate on the extent to which the student used good attending behaviors made appropriate recommendations without imposing values. List recommendations and suggestions which will be evaluated as satisfactory or unsatisfactory.	Instructor Student Instructor
110-B Develop a plan to overcome the effects of low motivation of students at a selected developmental level.	Form small groups (N = 3 to 6) and report to entire group.	Outline a specific list of procedures in operational terms describing the activities recommended.	Specify the age of the child(ren) considered in the plan and relate the activities to the developmental level. Sources should be cited, when appropriate. Activities must be sequenced.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
111-B Develop a board game which would assist individuals to acquire the leadership skills and qualities.	Develop a board game, including the instructions and materials necessary to play it in teams (N = 5 to 7). When the games are completed, other teams should be given the opportunity to examine and/or play the other games.	Small group activity in a college setting.	Develop a board game, including appropriate instructions and materials required. The objectives to be accomplished by the game must be specified and the leadership skills which the game is designed to assist pupils to develop must be prestated. The product will be evaluated as superior, satisfactory, or unsatisfactory.	Instructor Student

Phase II HUMANIST

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
1-C Use standard English in oral and written communication.	Record and analyze oral and written language. Guided independent corrective study.	Evaluate all oral and written work and objective testing.	90 percent minimum accuracy in all oral and written work.	Instructor
2-C Maintain high standards of proficiency in personal writing regarding spelling, punctuation, grammar, syntax and legibility.	Proofread, correct and submit acceptable written work for all assignments. Seek remedial help if so advised.	Review of all written assignments submitted during Phase II.	Spelling, punctuation, grammar, syntax and legibility must be sustained at a 95 percent level of accuracy and correctness.	Instructor
3-C Develop the ability to produce both cursive and manuscript writing in a style consistent with one of the popularly used methods and materials for penmanship instruction both on the chalkboard and on paper.	Study instructional materials and practice on charts, paper, and chalkboard.	Evaluate penmanship on chalkboard, chart or paper.	Consistently attain standards as set by one of the popularly used commercial methods.	Instructor
4-C Value pupils independently of their level of mastery of literary skills and reading development.	Class lecture/discussion supplemented by selected assigned readings focusing on student rights and needs.	a) Written test followed by class discussion of each item. Students may re-take test to achieve minimum. b) Observation of student working with pupils on site.	List at least six rights and/or needs of pupils and describe the significance of each Show no overt or covert behaviors while working with pupils that violate any of the concepts.	Instructor Teacher

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
5-C Describe strategies for differentiating instruction based on results of appraisal.	Lecture followed by assigned readings and on-site observation.	Complete a two-page essay describing appropriate strategies for a selected pupil.	Describe three or four strategies appropriate for differentiating instruction and relate each to specific appraisal results for a pupil.	Instructor
6-C Establish appropriate criteria for flexible grouping for language arts instruction.	Assigned readings followed by lecture.	Written reports three to five pages long.	List criteria appropriate for flexible grouping which conform to those presented by instructor (100 percent accuracy).	Instructor
7-C Describe organization patterns for teaching multiple reading groups.	Assigned readings followed by on-site observations.	Written report, one or two pages long.	Briefly describe two organizational patterns appropriate for teaching multiple reading groups. Cite references for each.	Instructor
8-C Understand the social and psychological dynamics of grouping procedures	Attend lecture followed by on-site observations.	Written examination.	Successful completion of objective test concerning the social and psychological dynamics of grouping procedures (85 percent achievement required).	Instructor

Phase II HUMANIST

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
9-C Understand the importance of independent learning activities appropriate for meeting special needs of children.	Attend lecture followed by assigned readings.	Demonstration teaching on-site with several small groups of pupils.	Demonstrate satisfactory teaching competence with at least two unique groups (i.e., gifted, inner city, etc.).	Instructor
10-C Know the rationale, as well as strengths and weaknesses of recognized school-wide organizational plans for teaching reading.	Attend lecture with supplemented observations Professional reading	Essay test and/or written reports.	Summarize the major strengths and weaknesses of major organizational plans and cite references supporting each.	Instructor
11-C Understand that practice is needed for mastery of skill subjects, such as penmanship, spelling and reading.	Complete observation, class lecture/discussion, assigned reading.	Observe student teaching performance with a large or small group of pupils. Videotape may be used.	Provide scheduled, varied and appropriately spaced practice to promote mastery of skills.	Instructor

Phase II HUMANIST

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
1-D Develop strategies for the resolution of interpersonal classroom conflicts.	Seminar/discussion of conflict resolution strategies and small group reports.	Elementary classroom description of interpersonal conflict and possible means by which conflict might be resolved.	Group report of two strategies for each of five conflict situations. Reports will be evaluated as satisfactory or unsatisfactory.	Instructor Student
2-D Demonstrate an attitude of respect and appreciation for each pupil as a unique individual.	Seminar discussion, views film and role playing.	Interpretation of small group role-playing situations that are designed to emphasize individual uniqueness.	Peer evaluation of role-playing situation will be based upon a group formulated checklist with a minimum level of satisfactory necessary for acceptance.	Instructor Student
3-D Apply self-evaluation techniques to critical analysis of teaching.	Seminar discussion, and instructor assigned readings concerned with objective self evaluation.	Small group analysis of self-evaluation techniques, i.e., audio/video tapes, pupil reaction sheets, self evaluation checklists.	Compile the results of three different means of self-evaluation to determine self-rating on a teaching effectiveness scale with a minimum level of satisfactory necessary.	Student
4-D Utilize areas of the elementary school science program to facilitate the development of individual attitudes, interest and creativity of pupils.	Attend seminar and discussion of merits, values and possibilities of utilizing the elementary science program to facilitate independent pupil learning.	Small peer group brainstorming with responsibility of formulating methods, strategies and approaches that facilitate the development of individual attitudes interest and creativity of pupils.	Submit a written list of 15 ways of utilizing the elementary science program as a facilitator of independent learning.	Instructor

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Skill, Knowledge, Attitude - The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
5-D Identify the social areas of mathematics within content selection.	Attend seminar and discussion of how teaching mathematics should incorporate social aims to increase mathematical proficiency in school and daily life.	Teach a small group lesson to an elementary class that will include involvement of quantitative situations found in current media, e.g., newspapers, magazines, T.V., etc.	Appropriate use of content for age and grade level and application of quantitative situations found in current media. A performance level of satisfactory is required.	Instructor Teacher

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
12-C Understand factors which influence the development and dynamics of language.	Complete selected reading assignments, listen to and analyze samples of language according to class developed criteria.	Objective test including analysis of taped language samples.	85 percent minimum accuracy on objective items. Language analyses accurate according to established criteria.	Instructor
13-C Understand the interrelated nature of thinking, speaking, listening, reading and writing.	Complete selected reading assignments supplemented by class lecture and discussion.	Written test followed by discussion of each question. Student may retake test to achieve minimum accuracy or raise grade.	100 percent minimum accuracy on key concepts a) Speech as symbolization of thought b) Listening with understanding as a translation of speech back to thought c) Writing as symbolization of speech d) Reading as translation of written symbol back to speech and thought e) Concept of interrelation of pupil's four vocabularies: listening, speaking, reading, writing. Minimum 85 percent accuracy and definition of linguistic terms that occur in elementary school teaching materials and programs.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
14-C Understand dual coding system used in expressing thought as speech and speech as writing.	Complete selected reading assignments supplemented by class lecture and demonstration procedures.	Written evaluation.	Minimum 90 percent accuracy on items dealing with a) Phonemic structure of language b) Morphemic nature of language c) Syntactic nature of language d) The alphabet as the graphic symbolization of the phonemic system.	Instructor
15-C Understand the nature of and causes for inconsistencies between the graphemic and phonemic systems in English.	Class lecture and discussion supplemented by assigned readings.	Written evaluation.	a) Writes words illustrating variability of sounds represented by given letters b) Writes words illustrating multiple ways that given sounds are commonly spelled c) Identifies words containing phonemes for which no letter is available and indicates the digraph spelling commonly used.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
16-C Understand learning problems that occur in learning to read and spell English due to inconsistencies between the alphabet and the English phonemic structure.	Complete assigned readings supplemented by class lectures and discussion.	Written examination.	List and give examples of 10 inconsistencies between the alphabet and English phonemic structure.	Instructor
17-C Understand common spelling patterns useful in predicting the sound represented by a letter.	Class demonstration using discovery approach. Supplementary study of assigned reading and programmed materials.	Written examination using a test of phonic understanding for teachers. Student may retake test to achieve minimum.	Minimum 85 percent accuracy required.	Instructor
18-C Diagnose pupil spelling errors.	Instructor demonstration.	Diagnose given samples of spelling errors.	When presented with samples of pupil writing, the student will diagnose each spelling error (85 percent accuracy required).	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
19-C Understand need for teaching a variety of word recognition strategies because of inconsistencies between alphabet and English phonemic structure.	Complete selected reading assignments supplemented by class lecture and discussion. Participate in class demonstration illustrating various word recognition strategies and appropriate teaching strategies.	Written test followed by discussion of each question. Student may retake test to achieve minimum.	Identify three instances where a sight word method is best (phonetically irregular words, high interest words occurring before pupil has learned decoding skills necessary for this recognition, content related technical terms. Identify teaching sequences using predictable spelling patterns as either a synthetic or an analytic method; structural analysis as emphasizing either root or appex elements; and content skills as emphasizing either semantic or syntactic cues. Minimum 85 percent accuracy.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
20-C Informally test pupils to determine mastery level of specific sound-symbol associations related to common spelling patterns.	a) Study one or more instruments designed for informal assessment of pupil phonic skills and establish criteria for effective administration. b) Class analysis of responses of a child on instrument studied with determination of child's current instructional needs.	Practice administration of test to peer during college class. Analyze responses of a child on instrument studied to determine current instructional needs. Child responses prepared in advance by instructor. Determine level of mastery and current skill needs of a child on specific sound-symbol associations related to common patterns on site. Administer test, interpret data, and identify instructional needs.	a) Administer instrument according to established criteria. b) Correctly identify pupil instructional needs. c) Accurately determine pupil skill needs.	Student Student Instructor Teacher
21-C Understand the stages of reading development.	Complete assigned selected readings supplemented by class lecture and discussion.	Written examination.	List stages and identify typical reading behaviors for each as defined by both reading specialists and linguists. Drawn parallels and note contrasts between the two definitions of stages.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
22-C Understand instruction needed by a pupil related to this stage of reading development.	Complete assigned selected reading assignments supplemented by class lecture and discussion.	Written test. Student may retake test to achieve minimum.	Accurately indicate amount and/or kind of: a) emphasis needed on the word recognition and the comprehension strand. b) motivation for basic learning tasks. c) directed reading needed. d) independent basic reading needed. e) practice and drill activity needed. f) recreational reading needed and the motivation needed for recreational reading. g) applicational reading needed in content areas. h) motivation and guidance needed in applying reading to content areas. (Minimum accuracy 85 percent).	Instructor
23-C Understand that pupils progress through reading stages at individual rates depending on background, development, learning style and ability.	Class lecture-discussion supplemented by selected assigned reading and on-site observations.	Complete three brief case studies (one or two pages) describing different pupils.	Include background data on each pupil and describe in operational terms the reading stage at which the pupil is currently functioning.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
24-C Understand procedure for determination of pupil's reading levels.	Complete class study of an informal reading inventory with instructor demonstration.	Written examination followed by class discussion of each item. Students may retake test to achieve minimum.	Prepare a list of procedures which could be used to determine a pupil's reading level.	Instructor
25-C Understand use of informal reading inventory to determine pupil comprehension skill development.	Participate in class study of an informal reading inventory, class demonstration.	Written examination.	Evaluate comprehension from free recall and guided recall using oral questionning (85 percent minimum accuracy).	Instructor
26-C Understand use of informal reading inventory to determine pupil phonic, structural and context word recognition skills.	Participate in class study of an informal reading inventory. Class demonstration.	Written or oral examination.	Describe how an informal reading inventory can be used to accomplish the SKA.	Instructor
27-C Distinguish clearly between "sight vocabulary" and "sight method" of teaching vocabulary.	Complete class study and demonstration of an informal reading inventory.	Simulate teaching a lesson to peers or instruct a small group of pupils.	Demonstrate both teaching techniques with individuals instructed. Rate performance as satisfactory or unsatisfactory.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
28-C Administer informal reading inventory to pupil.	Develop criteria for effective test administration, administer informal inventory to a pupil and summarize findings.	Student administered test to a pupil in a field setting with written summary of findings.	Administer test according to criteria. Summary should include: a) Instructional level. b) Extent, accuracy and speed of recognition of sight vocabulary. c) Skill needs in comprehension. d) Skill needs in phonics and structural analysis. e) Comparison of silent reading and oral reading comprehension. f) Estimate of current potential level.	Instructor Teacher
29-C Understand factors that indicate writing readiness.	Complete assigned reading and lecture.	Written essay examination.	List eight factors which indicate writing readiness.	Instructor
30-C Describe ways of determining children's interests to provide appropriate reading materials for personal reading.	Attend lecture followed by background reading and on-site observation.	Written examination to analyze interest inventories.	Describe five ways to determine a pupil's interest level. Minimum accuracy.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
31-C Describe materials in area of children's literature.	Review children's books, anthologies, magazines and newspapers.	Present annotated bibliography of a sampling of children's books, etc.	List at least five examples of each of the following: children's books, anthologies, magazines and newspapers.	Instructor
32-C Read or tell a story or poem that will interest and entertain elementary pupils.	Role play or give class demonstration.	Video or audio tape a story or poem being read to a group of pupils.	Evaluate performance in accordance to preestablished criteria.	Instructor Teacher

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
6-D Demonstrate the ability to evaluate an individual pupil's mathematical progress in a continuous manner over an extended period of time.	Attend lecture/discussion of evaluation methods and techniques and review instructor selected readings.	Establish and maintain an individual pupil mathematics progress folder; contents to include: samples of daily work, anecdotal records, results of student-pupil interview, test results, remedial efforts and student judgement of pupil progress.	Mathematical progress folder will be judged upon: analysis of contents, interpretation of test results and pupil interview, quality of remedial efforts and statements reflecting pupil progress.	Instructor Teacher
7-D Formulate and administer from a written test blueprint, a self-contracted test for an elementary social studies content area.	Lecture and presentation of methods for preparing teacher constructed test blueprints and tests.	Individual students will formulate a test blueprint and self-constructed social studies test (based upon blueprint) for use with elementary school pupils.	Test and blueprint will indicate applicability to age and grade level, content, length, levels of complexity and pupil ability.	Instructor Teacher
8-D Demonstrate a knowledge interaction analysis as a means of evaluating teaching.	Attend lecture/discussion of interaction analysis, view video tape and assigned readings.	Video or audio tape student involved in a classroom instructional sequence in the area of elementary school science, social studies or mathematics.	Submit a summary and analysis of video or audio taped classroom instructional sequence in terms of pupil-student interaction for a period of at least fifteen minutes (85% level of success required).	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
9-D Differentiate between instructional objectives and educational goals.	Lecture/discussion of factors distinguishing goals from objectives.	Individual written analysis of differences between educational goals and objectives.	List five educational goals and five instructional objectives that pertain to an elementary classroom situation. Included will be a comparative contrast of objectives and goals.	Instructor
10-D Organize, prepare and administer a means of informally assessing elementary school pupils' social studies achievement.	Discussion of differing means and measures of informal pupil assessment.	Small group brainstorming sessions responsible for determining ways of utilizing and implementing informal pupil assessment.	Attain an 80% level of agreement between formal and informal means of assessment in the same content area.	Student Teacher
11-D Identify the basic elements necessary for scientific investigation.	Demonstration and discussion with small group formulation of possible experiments.	Teach an elementary school science lesson where elements of scientific investigation will be implemented e.g., question being investigated, variable(s) to be manipulated, controlled and measured.	List the elements of scientific investigation (100% accuracy required).	Instructor
12-D Appraise current elementary school science textbooks, professional journals and children's scientific literature.	Library seminar and independent review.	Individual library research written analysis of elementary science textbooks and related literature.	Submit a written list and brief critique of ten books or articles related to teaching elementary school science.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
33-C Understand/teach a problem-solving strategy for word recognition that selectively employs phonic, structural, and context clues to recognize unknown words independently.	Class discussion and lecture supplemented by selected reading assignments.	List five guiding questions to be used by pupils to structure their problem-solving strategy.	Include all five questions in the list.	Instructor
34-C Understand the meaning and importance on "instructional level," "independent level," "potential level," and "frustration level" as applied to reading instruction.	Class lecture-discussion supplemented by selected assigned reading.	Written test followed by class discussion.	85 percent minimum accuracy. Describe and give an example of each term listed in the SKA.	Instructor
35-C Interpret information gathered from an informal reading inventory and make recommendations for instruction.	Class lecture-discussion and demonstration.	Written recommendations for instruction based on informal inventory data.	Recommendations must be appropriate in relation to data gathered from informal reading inventory.	Instructor Teacher
36-C Understand commercial systems and materials used for handwriting instruction.	Guided analysis of materials and manuals and development of criteria for written evaluations of materials.	Written four to six page report.	Complete reports in accordance with criteria developed	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
37-C Use techniques for teaching both left and right handed pupils basic writing skills.	Complete assigned reading, lecture, class demonstration and observation of on-site teaching.	a) Teacher, instructor and/or self-evaluation of lesson. b) Analyze videotape, lesson plans and log.	Demonstrate ability to teach pupils each of the following skills: a) pencil holding b) paper positioning c) posture d) correct letter formation e) techniques for making transition from manuscript to cursive.	Instructor Teacher
38-C Select and prepare materials appropriate to interest and achievement level of pupils.	Review manuals, commercial materials, teacher-made materials, children's magazines, newspapers, and hardware tradebooks.	Develop lesson plans and teach a lesson to a small group of pupils.	Selected materials must relate to the interest and achievement levels of pupils.	Instructor Teacher

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
13-D Identify differences and similarities between large group, small group and individualized instruction in the content areas of mathematics, science, social studies.	Attend lecture/discussion and review of instructor selected readings and handouts pertaining to methods and techniques of individualized instruction.	Small peer group discussion and analysis of differing grouping and individualized instructional approaches and individual analysis of elementary classroom observation.	Complete a Grouping Characteristics Checklist based upon analysis of classroom observation (90% level of success required).	Instructor
14-D Apply observational techniques to the improvement of classroom instruction.	View video-tapes of observational techniques, independent reading assignments.	Analyze an individual pupil's strengths and weaknesses based upon observational techniques, i.e. anecdotal records, pupil reactions and subject matter interests.	Formulate a list of eight specific recommendations based upon observed pupil strengths and weaknesses.	Instructor
15-D Demonstrate knowledge of the application of learning theories to teaching.	View film, seminar, discussion and independent readings.	Select a theoretical learning position to analyze for applications to elementary school teaching situations.	Submit a brief report outlining the application to teaching of the position of two learning theorists. Report will be evaluated upon: relevance to teaching, application to subject areas and implementation procedures.	Instructor
16-D Define the process of concept formation.	Attend lecture/discussion concerned with the process of concept formation, assigned readings, handouts.	Written examination in college setting.	List elements of concept formation (85% level required for acceptance).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
17-D Describe instructional models that facilitate concept development in elementary school social studies or mathematics.	Attend lecture/discussion of instructional models designed to aid concept development.	Describe, by means of a written analysis, two instructional models that have been developed to facilitate concept development, e.g. Taba, Gagne or DeCecco models.	Judge analysis based on applicability to subject area, age and grade level and applications for instruction.	Instructor
18-D Construct a teaching unit for an area of the elementary social stuies curriculum.	Teacher and student selection of topic. Individual library research and formulation of teaching unit.	Classroom involvement for appropriate content, objectives, materials, organization and ability levels for completion of finalized unit.	Evaluated upon applicability, structure, conceptionalization and organization.	Instructor Teacher
19-D Demonstrate an awareness of value clarifying strategies for use in teaching elementary school social studies.	Attend seminar discussion and review selected readings.	Small group discussion of value clarifying strategies and their application to social studies content. The work of Raths, Simon and others will serve as basis for discussion.	Submit a list of ten elementary social studies topics where value clarifying strategies could be applied. (100% level of success required)	Instructor
20-D Demonstrate a knowledge of the content and curriculum for elementary school social studies.	Attend seminar and small group or independent library study.	Analyze curriculum guides for social studies (N-3 and 4-6) published by SED.	Social Studies content and curriculum test for grades N-6. (90% level of success required)	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
21-D Identify concepts from the social sciences that contribute to the elementary social studies curriculum.	Lecture and small group review of elementary social studies curriculum guides for identification of social science concepts; listen to tapes.	Select a concept identified from the social sciences and structure a social studies lesson around that concept.	Complete an evaluative checklist for self and instructor evaluation. (80% level of agreement required)	Instructor Student
22-D Understand the abstract and symbolic nature of map and globe symbols.	View film and review instructor selected readings and handouts.	Student designed and constructed map suitable for use in teaching an elementary school social studies lesson; a written statement will accompany map.	Map and written statement concerning map and globe symbols will be judged upon: classroom applicability, discussion of pictorial and nonpictorial map symbols, means of identifying boundary lines and the use of map legends.	Instructor
23-D Identify current instructional status of science curriculum projects in today's schools.	Seminar and independent review of commonly used science curriculum projects.	Analysis by contrast of the following curriculum projects: AAAS, SCIS, ESS.	Ability to contrast by descriptive paper. Contrast will be dependent upon the role of the teacher, pupil, content and environment (materials) of each project.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
24-D Understand the role of science education in the elementary school curriculum.	Lecture and independent library research.	Small group peer interaction concerning the role of science in the elementary school classroom.	Submit a brief paper contrasting object teaching to process teaching; at least six contracting factors will be considered minimal acceptance level.	Instructor
25-D Be aware of major subject emphasis and instructional strategies of an elementary school science program.	Independent library research and seminar attendance.	Small group discussion and comparison by contrast of nationally used elementary school science programs, e.g. SCIS, ESS, S-APA.	Submit a comparative analysis of three elementary school science programs. Analysis will be judged upon comparison of general description, goals, instructional strategies and major subject emphasis.	Instructor
26-D Write behavioral objectives in the area of science representing each level of Bloom's Taxonomy.	Lecture regarding Bloom's Taxonomy and designated use of behavioral objectives.	Individual study and written analysis of Bloom's Taxonomy.	Select and list those elementary school science behavioral objectives representing each level of Bloom's Taxonomy. (90% level of success required)	Instructor
27-D Identify readiness activities that initiate beginning mathematical activities.	Independent study and review of three elementary mathematics textbook series with emphasis upon early primary grades.	Analyze initial experiences in mathematics that should be made meaningful to children if they are to proceed to more difficult tasks with a firm understanding of basic concepts.	Develop a mathematical readiness checklist with a discussion of how the concept of whole numbers, sets, place value and numbers patterns are introduced and carried out.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
28-D Demonstrate the ability to provide experiences of a concrete nature to help build a background for mathematical astraction.	Demonstration and discussion of a mathematical teaching aid or device.	Construct a mathematical teaching aid or device for classroom use to develop a specific concept for an appropriate elementary grade level.	Present a teaching aid or device with a lesson plan to be examined for appropriateness in terms of age and grade level, content evaluative usefulness and means of presentation.	Instructor Student
29-D Identify activities, methods, and approaches necessary for mathematical concept development.	Attend lecture and discussion concerning the process of mathematical concept development and attainment.	Small group and individual student identification of potential mathematical concepts to be developed at differing grade levels in the elementary school classroom.	Develop two lesson plans (at different grade levels) utilizing concrete objects, semi-concrete materials and various levels of abstraction.	Instructor
30-D Identify activities, situations and experiences for both written and verbal mathematical problem solving.	Attend seminar and library review of college and elementary texts and articles concerned with mathematical problem solving.	Develop for classroom use a series of ten mathematical story problems applicable to elementary pupils.	Judge story problems for inclusion of applicable computational skills and provisions for transposing problem situations into mathematical equations (90% level of acceptance required)	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
31-D Demonstrate competency in the use of whole numbers, cardinal, ordinal, positive and negative numbers, fractions, decimals and exponential notation.	Independent study based upon self and instructor suggested resources.	Analyze K-6 mathematical scope and sequence chart for content of elementary school mathematics.	Test of elementary school mathematics K-6 content. (90% level of success required)	Instructor
32-D Identify examples of the commutative, associative and distributive properties as they apply to multiplication and addition.	View films and independent review of instruction supplied readings.	Formulate a list of examples that apply to elementary school mathematics content of the commutative, associative and distributive properties as they apply to multiplication and addition.	List two examples each of the commutative, associative and distributive properties as they apply to multiplication and addition (100% accuracy required)	Instructor
33-D Demonstrate proficiency in recreational approaches to the teaching of mathematics.	Attend seminar concerned with game-type activities and approaches used to teach mathematics.	Small peer group brainstorming sessions that will finalize in games, activities and informal recreational approaches to teaching a group of at least three elementary school pupils; e.g. attribute game, mathematical puzzle, multiplication game.	Teach a recreational type of mathematics lesson to a small group of elementary pupils. Lesson will be judged upon soundness of approach, application to content, pupil interest and possible learning outcomes.	Instructor Teacher

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor.
34-D Identify children's mathematics literature.	Independent library study.	Identify in school and college libraries and other available sources examples of children's mathematical literature that will enable children to learn in an enjoyable and informative manner.	Organize an annotated file of six mathamatics and six science books other than textbooks; list will be judged upon interest, motivation and applicability to content area.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
39-C Identify examples of phonemic, morphemic, syntactic spelling and grammatic patterns in reading materials for elementary school.	Analyze elementary school teaching materials.	Written report that identifies the various linguistic patterns.	List at least three examples for each pattern.	Instructor
40-C Describe a representative sample of spelling approaches.	Guided survey of spelling manuals. Develop criteria for written report.	Written report related to spelling materials.	Complete a three to five page report. Quality of written report consistent with preestablished criteria will be rated as satisfactory, unsatisfactory or superior.	Instructor
41-C Plan and implement lessons in spelling from commercial materials and coordinate lessons with reading and writing.	Observe cooperating teacher's lessons and class demonstration by instructor or peer. Plan and role-play as teacher and develop criteria for acceptable lesson.	Complete written lesson plans and teach lesson on-site or as role play by means of direct observation.	Lesson and plans consistent with pre-set criteria will be rated satisfactory or unsatisfactory.	Instructor Teacher
42-C Develop a teaching sequence and teach several unknown words most appropriately taught by a sight method.	Demonstration lesson supported by appropriate assigned reading. Class development of criteria to evaluate lessons.	Evaluation of prepared lesson and teaching performance using established criteria.	Planned lesson and teaching performance coincide with established criteria.	Instructor Teacher Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
43-C Identify phonic lessons in published teacher manuals that emphasize predictable spelling patterns as a word recognition tool and employ both an analytic and a synthetic methodology.	Review teacher manuals that accompany basic reading materials.	List page numbers from teacher manuals or instructional materials designed to develop the target pupil skills.	List identified lessons correctly. Identification of methodology 100 percent correct.	Instructor
44-C Develop a teaching sequence and teach the use of a predictable spelling pattern using an analytic method. Repeat using a synthetic method and a different spelling pattern. Teach for transfer in both instances.	Study selected readings, including teacher's reading manuals, supplemented by class lecture and demonstration. Establish criteria to evaluate lessons.	Evaluate prepared lesson and teaching performance using established criteria.	Planned lessons and teaching performance must be rated satisfactory on all criteria.	Instructor Teacher Student
45-C Extend above lessons to include the associated spelling skills.	Class demonstration by instructor. Establish criteria to evaluate inclusion and effectiveness of spelling skills.	Evaluate teaching performance using criteria developed.	Planned lessons and teaching performance must be rated satisfactory on all criteria.	Instructor Teacher Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
46-C Identify lessons in teacher manual or instructional materials that focus on structural analysis as a tool for word recognition.	Study of teacher manuals and instructional materials.	List page numbers from teacher manuals or instructional materials designed to develop the target pupil skills.	List six lessons, cite references, and identify each as analytic or synthetic.	Instructor
47-C Develop two teaching sequences using a) different affixes as word recognition tools, and b) emphasizing recognition of root words as a word recognition tool.	Study of selected readings including teacher reading manuals supplemented by class lecture and demonstration. Establish criteria against which to evaluate lessons.	Self evaluation of prepared lesson and evaluation of teaching performance using established criteria.	Plan lessons and teaching performance which include the following: a) 1. use analytic method 2. use synthetic method 3. teach for transfer 4. develop meaning cues b) 1. root word remains unchanged with addition of affix 2. root word undergoes spelling change with addition of affix 3. teach for transfer	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
48-C Develop and implement teaching sequences where context is emphasized as a word recognition tool.	Study selected readings including reading manuals supplemented by class lecture and demonstration.	Evaluate prepared lessons and teaching performance using established criteria.	Planned lessons and teaching performance should: a) emphasize semantic clues, syntactic clues, combination of context and phonics and content cues in recognition of homographs b) Teach for transfer.	Instructor Teacher Student
49-C Develop teaching sequences and teach the components of the problem solving approach to identification of unknown words.	Video presentation and class discussion. Establish criteria for lesson plan and for teaching sequences.	Evaluate prepared lesson sequences using established criteria.	Prepared lesson and teaching lesson should: a) Introduce the guiding questions and practice using them b) Utilize the questions with known or easy words. Concentrate on efficient use of the questions. c) Provide guided practice with method involving unknown difficult words to develop transfer of skill.	Instructor Teacher Student
50-C Understand that reading involves dual skill strands of word recognition and comprehension working in concert.	Class discussion and lecture supplemented by assigned readings.	Written examination followed by class discussion of each item. Students may retake the examination to attain minimum or improve score.	Minimum 85 percent accuracy identifying instructional materials designed for pupils at primary, intermediate, and junior high school levels and comprehension activities suggested for different maturity levels.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
51-C Understand various levels of comprehension.	Class lecture and assigned readings and examination of materials as in 53-C.	Written examination followed by class discussion of each item. Students may retake the examination to attain minimum or improve score.	Minimum 85 percent accuracy on test concerning levels of comprehension including: a) knowledge of comprehension at the word level, paragraph level and total selection level. b) literal, interpretive, applicative levels of comprehension c) critical and creative reading skills related to the levels of comprehension given in(a) and (b).	Instructor
52-C Understand that all levels of comprehension are taught at all stages of reading instruction in materials of varied levels of difficulty.	Class lecture, assigned readings and review of instructional materials for children.	Oral or written examination.	When presented with taped materials in which pupils read selected materials, the student will identify the level of comprehension and the level of difficulty (85 percent accuracy required).	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
53-C Understand the relationship of listening comprehension to reading comprehension.	Background reading supplemented by lecture and discussion.	Develop a one-page case study on a pupil.	Describe the relationship observed between the pupil's listening and reading comprehension citing specific examples (rated satisfactory or unsatisfactory).	Instructor
54-C Understand techniques, materials, equipment and classroom procedures that promote effective listening.	Background reading and class demonstration.	Written examination, student demonstration of materials and/or equipment.	a) Minimum 85 percent accuracy on examination. b) Satisfactory demonstration by student.	Instructor
55-C Set conditions for effective listening in all work with children on site.	Class lecture/discussion/ demonstration. On site observation.	Observation of practicum work with pupils.	List and sequence conditions required for effective listening. Cite references for conditions, when appropriate.	Instructor Teacher Student
56-C Plan and implement teaching strategies in listening skills development.	Class demonstration, on site observation, lecture, discussion, role play. Develop criteria for effective lessons in listening.	Observation of practicum work with pupils.	Lessons must include established evaluative criteria and list at least five teaching strategies appropriate for listening skills development.	Instructor Teacher

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
57-C Understand the directed reading/thinking process.	a) Study outline of the steps in directed reading thinking process, and b) Assorted teacher manuals for basic reading materials followed by class lecture and discussion.	Written examination with items discussed after examination. Students may retake test to achieve minimum.	Give evidence of knowledge of the process in six areas a) Steps or elements in the process b) Usefulness of process in basic reading instruction c) Usefulness of process for guiding content area reading d) Relationship of steps in the process to motivation for learning e) Use of the process as an ongoing diagnostic teaching strategy f) Relation of the steps of the guided reading-thinking process to aids for teachers found in various basic reading teacher's manuals. Minimal accuracy level 85 percent.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
58-C Teach directed reading lessons to pupils of a reading group.	Class lecture and discussion. Establish criteria for lesson, including control of group, individualized follow-up activity, and readiness concept development.	Plan for and teach directed reading-thinking lessons to the same group of pupils a minimum of six times during on site participation.	Student lesson plans and teaching behavior conform to established criteria including: a) Use of teacher manual to determine the skills the selection is designed to forward b) Use diagnostic teaching "test, teach, reteach" strategy to decide which identified skills will be reinforced, initiated, or unnecessary for this group at this time. c) Use diagnostic teaching "test, teach, reteach" strategy to plan individualized follow-up activities.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
59-C Understand the language experience method of teaching reading and language arts.	Class lecture, discussion and demonstration via video tape.	Written examination followed by discussion of each item. Student may retake test to achieve minimum or raise score.	Minimum 85 percent accuracy on examination involving the following: a) Language experience (L.E.) as a method of beginning reading instruction b) L.E. as a method of concept and language development c) L.E. as an appropriate method to use in developing concepts and language in content subjects d) L.E. as a stimulus to creative thought and writing e) L.E. as a method of integrating all the language arts. Student lists and explains rationale behind each step of the L.E. method. f) Student relates each step of the L.E. method to the dual skill strands of reading-decoding and comprehension.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
60-C Plan and implement language experience lessons.	Class lecture, discussion and demonstration. Develop criteria for evaluation of lessons.	Evaluate plan and teaching lesson based on established criteria.	Lessons should conform with planned criteria including the following: a) Basic reading planned as a developmental lesson b) Lesson planned around content subject concepts c) Lesson planned primarily to stimulate verbal or written expression.	Instructor Teacher Student
61-C Describe strengths and weaknesses of commercial materials for teaching language usage	Analyze instructional materials and manuals for teaching language usage.	Complete a written evaluation report (4 to 6 pages).	List 10 commercial materials indicating when manuals are available. Describe the strengths and weaknesses of each. Rate report as satisfactory or unsatisfactory.	Instructor
62-C Develop and demonstrate a creative writing activity appropriate for elementary school children.	Participate in lecture, observation, class demonstrations and guided study of periodicals, professional texts, etc.	Produce a creative writing activity suitable for elementary pupils. Demonstrate the activity in a simulated or field setting.	a) Include general and specific objectives, describe all procedures in operational terms, and list materials required. Rated satisfactory or unsatisfactory. b) Rate demonstration as satisfactory or unsatisfactory.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
63-C Integrate handwriting in other language arts activities.	Lecture with assigned background reading.	Complete written essay/objective test.	When presented with a series of examples which integrate or do not integrate handwriting effectively in other language arts activities, the student will identify the ineffective examples and improve these to a satisfactory level (100 percent accuracy required).	Instructor
64-C Understand the use of the various genre of children's literature as motivational sources as bases for reading, language instruction.	Class lecture/demonstration and discussion.	Complete an essay examination.	Demonstrate knowledge of methodology of using children's literature as basis for reading-language instruction in relation to (1) interest and motivation (2) comprehension and interpretation (3) word recognition through context (85 percent level required)	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
65-C Understand value of wide use of children's literature to extend pupils' reading skill through independent reading.	Class lecture/demonstration and discussion.	Complete an essay examination.	Identify effective ways of coordinating the independent reading of children's literature with basic reading instruction and with content area reading (accurate identification 85 percent minimum).	Instructor
66-C Understand value of wide use of children's literature for developing clarity of oral and written expression.	Class lecture/demonstration and discussion.	Complete an essay examination.	Identify effective ways of utilizing children's literature in helping to develop clarity of oral and written expression (accurate identification 85 percent minimum).	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
35-D Demonstrate the use of the inquiry method in teaching an elementary school social studies or science lesson.	Attend lecture/demonstration and involvement in simulated inquiry activity and independent and small group study.	Independent and small group discussion of differing levels of questions to guide inquiry and inferential thinking.	Lesson will be judged upon: activities, materials, type and level of questions, possible inferences that can be drawn, and potential learning outcomes.	Instructor Teacher
36-D Develop as an elementary social studies activity a socio-drama or role-playing situation.	Seminar discussion of elementary social studies open-ended, reaction and role-playing situations.	Sociodrama or role-playing activity will be enacted by elementary school pupils and video-taped by student.	Video-taped activity will be judged for pupil interaction, expression of ideas, topic and situation selected.	Instructor Teacher
37-D Demonstrate competency in the teaching of map and globe skills.	Attend seminar, views film and instructor selected readings and handouts.	Individual student design of a lesson plan to be taught to elementary pupils that will include provisions for the teaching of map or globe skills.	Lesson will be judged upon map or globe skills to be taught, e.g., directionality, latitude and longitude, use of the scale of miles and interpretation of map symbols.	Instructor
38-D Construct and use inexpensive teaching aids.	Uses inexpensive material found in the home to develop a teaching aid to illustrate a scientific principle.	Use of a self constructed aid for an elementary school science lesson with either small or large group situation.	Evaluate teaching aid using a checklist developed in college classroom.	Instructor Teacher Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
39-D Locate and use appropriate materials and equipment for teaching elementary school science.	College seminar and independent location of science materials and equipment.	Knowledge of commonly used science materials and equipment found in college curriculum laboratory and local school.	Complete an evaluative checklist of ten pieces of apparatus and four programs using specialized science equipment are considered minimal acceptance level.	Instructor
40-D Define and demonstrate the ability to explain the process of addition, multiplication and their inverse operation and demonstrate the ability to use various means of developing the meaning of such operations.	Attend lecture and review instructor selected readings and handouts.	Outline a lesson plan and teach for selected grade level by introducing either subtraction or division as the inverse of addition or multiplication.	Include provisions for the utilization of, i.e., number lines arrays, cartesion products, etc. Level of success will be determined by content and presentation.	Instructor Teacher
41-D Demonstrate competency in the use and understanding of the discovery method in teaching elementary school science.	Lecture and brainstorming of discovery method classroom possibilities.	Use guided discovery method for constructing an elementary school science lesson plan.	Complete an evaluative checklist for self and professional evaluation. (90% level of agreement with assessor required)	Instructor Teacher Student
42-D Demonstrate the ability to restructure a given science topic for a lesson presentation to children of differing age and grade levels.	Independent library study based upon science content and curriculum for the elementary schools.	Content selection of topic will be based upon science curriculum guides (N-3 and 4-6) published by SED. Lesson plan will be presented with topic restructured for a primary and upper intermediate grade level.	Include in lesson plan assessment: vocabulary, length and complexity of lesson, materials and evaluation techniques.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
43-D Use current events as a means of teaching elementary school social studies.	Attend seminar and brainstorming session to devise ways of incorporating current events into an elementary social studies lesson.	Incorporate current events from differing media sources, e.g. audio tape of news broadcast, newspaper account, etc.	Evaluate upon appropriateness of objectives and content, instructional procedures, variety of materials and possible learning outcomes.	Instructor Teacher
44-D Select appropriate subject matter to facilitate concept-teaching	Attend lecture/discussion concerned with concept teaching, assigned readings.	List six appropriate criteria for selecting subject matter that will facilitate concept-teaching in the area of elementary social studies.	List with 100% accuracy appropriate criteria for selection of subject matter.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
1-E Demonstrate personal qualities of intelligence, initiative, responsibility and willingness to work.	Participate in seminar discussion specifying how qualities relate to successful teaching. Establish criteria for evaluation during group meeting.	a) Direct observation of student behavior followed by conferences with instructor, teacher and student. b) Written report describing applicable behavior.	a) Performance rated for quality of demrnstrated ideas, techniques, materials used, tasks completed for both instructional and non-instructional work. b) Content of written report must include a minimum of 4 specific examples for each behavior. Rating of satisfactory or unsatisfactory on established criteria with 90 percent agreement among assessors. Suggested Guidelines, Appendix A, p. 160-61, 1.0, 1.2, 1.3, 2.0, 2.1, 2.2, 3.0, 3.1, 3.2, 3.3, 7.0, 7.1, 7.2, 7.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
2-E Demonstrate poise, self-confidence, ability to adapt readily to new ideas and situations.	Participate in seminar discussion on specific behaviors. Observation of instructor and teacher models, tutorial conferences where indicated.	Demonstrate behavior in varied situations and personal interactions with pupils, teachers, parents, administrators, para-professionals and other staff members. Assessment conferences following observations.	Behavior and teaching performance must demonstrate: a) Awareness, acceptance and concern for self and others b) Ability to function in a variety of roles and situations c) Acceptance and utilization of evaluative analysis of self and role performance d) Knowledge of and ability to work productively within authority structure of the school. Performance rated as satisfactory or unsatisfactory with 90 percent agreement among assessors. Suggested Guideline checklist, Appendix A, p. 160-61, 6.0, 6.1, 6.2, 6.3, 8.0, 8.1, 8.2, 8.3, 9.0, 9.1, 9.2, 9.3.	Instructor Teacher

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
3-E Demonstrate ability to encourage each pupil to: a) Have an enthusiasm for learning b) Develop a positive self image c) Develop self evaluation techniques.	Complete assigned readings and/or review relevant SKA's. Participate in seminar discussion. When necessary, attend tutorial conferences.	Generate a log on two to six pupils specifying abilities, disabilities, interests and needs in both the academic and social areas. Include specific materials, methods, verbal and non-verbal behavior utilized by student. Direct observation followed by two and/or three-way conference.	a) Rate for accuracy of written report and effectiveness of demonstrated behaviors. Suggested Guideline checklist, Appendix A, p. 160, 170, 5.0, 5.1, 5.2, 5.3, 55.0, 55.1, 55.2, 55.3, 56.0, 56.1, 56.2, 56.3. b) Evaluate experience as rewarding or non-rewarding	Instructor Teacher Student
4-E Communicate effectively using correct oral and written language with pupils and adults.	Submit acceptable written work. Audio tape two 15-minute lessons. Guided independent corrective help, when required.	Evaluate all oral and written work. Analyze taped lessons for correct language.	a) 90 percent minimum accuracy on all oral and written work. b) Language usage accurate according to established criteria. Suggested Guideline checklist, Appendix A, p. 167-69, 40.0, 40.1, 40.2, 40.3, 48.0, 48.1, 48.2, 48.3, 49.0, 49.1, 49.2, 49.3.	Instructor Teacher

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
5-E Demonstrate respect for children.	Complete assigned readings, seminar discussion, and tutorial conferences, if required.	Direct observation of student behavior followed by two and/or three way conferences.	Demonstrated behavior must be consistent throughout field experience and denote a) An interest and empathy for pupils b) Maximum use of positive vs. negative statements c) Effective interaction with individual and groups of pupils d) Accurate, non-destructive feedback to pupils concerning behavior and work Student rated as satisfactory or unsatisfactory on all components of checklist. Suggested Guideline checklist, Appendix A, p. 160-61, 4.0, 4.1, 4.2, 4.3, 10.0, 10.1, 10.2, 10.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
6-E Establish a professional working relationship with faculty, staff and administration.	Participate in seminar, attend faculty meetings and school district board meeting.	Direct observation of student behavior followed by three and/or two way conferences.	Demonstrate effective communication skills during formal and informal relationships with staff. Specific items for a checklist include knowledge of staff members, following established procedures, appropriately seeking and utilizing expertise of professional staff. Performance rated as satisfactory or unsatisfactory on checklist cooperatively developed by assessors. Suggested Guidelines checklist, Appendix A, p. 161-62-69, 11.0, 11.1, 11.2, 11.3, 12.0, 12.1, 12.2, 12.3, 50.0, 50.1, 50.3.	Instructor Teacher

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
7-E Establish a professional relationship with parents.	Participate in formal and informal meetings of parents.	Observe student behavior during at least two conferences with parents. Videotapes may be substituted for direct observation.	a) Rate performance on a checklist cooperatively developed by the assessors. Place major focus on the providing of accurate descriptive information to parents in a non-threatening manner. b) Analyze self reports of students describing their reactions to attendance at one meeting for two of the following: (a) P.T.A. (b) District School Board (c) School Open House Suggested Guideline checklist, Appendix A, p.162,169, 13.0, 13.1, 13.2, 13.3, 50.0, 50.2.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
1-F Understand the concept of the teacher as a professional with specialized skills and knowledges.	Seminar approach, interaction with other students of education.	Observation in college setting of students in discussion with whole group and small groups.	Demonstrate comparative interaction, soundness of concepts advocated, logic of arguments presented and philosophical/psychological basis of reasoning. A predetermined checklist will be used for evaluation.	Instructor Student
2-F Define the philosophical bases for decision making in the classroom.	Seminar approach with guest lecturers and assigned readings.	Discuss concepts with small groups and analysis of a critical incident in a classroom.	Level of understanding reflected in discussion and written/oral case analyses with a minimum level of satisfactory required for acceptance.	Instructor
3-F Demonstrate the knowledge and use of effective Human Relations techniques in the classroom.	Attend seminar, views film and analyzes simulated classroom situation.	In-depth analysis of a simulated classroom incident that emphasizes principles of human relations.	Complete a written analysis of simulated classroom incident including an emphasis upon observed classroom climate and Human Relations factors.	Instructor
4-F Designate agencies that provide human and material resources within and outside of the school that facilitate classroom instruction.	Lecture, and presentations by persons representing agencies that provide material/human resources for schools.	Summarize by means of written report the resources provided by six agencies that contribute to the teaching-learning situation of schools.	Include at least three services provided by each agency (90% level of success required).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
8-E Understand the major theories for cognitive, social, physical, language and moral development for children and apply these principles in diagnosing learning situations.	Complete assigned readings. Participate in seminar reviewing major theories. Independent review of relevant SKA's from Phase I and II.	List in pre-observation conference specific strategies or principles to be utilized with supporting bibliographic data. Direct observation followed by assessment conference.	Written plan must list two characteristics for each theory cited. Performance evaluated in accordance with criteria established in pre-observation conference. Suggested Guideline checklist, Appendix A, p. 164, 23.0, 23.1, 23.2, 23.3.	Instructor

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
9-E Diagnose the needs of individual pupils in varied areas of the learning environment.	Attend seminar reviewing relevant SKA's from Phase I and II. Develop evaluative and diagnostic profile on three children for a six to eight-week period. Include anecdotal comments regarding pupil behavior.	Analyze records developed by the student using a checklist of criteria developed by instructor, teacher and student.	Records must include: a) Background data on students b) Previous academic grades c) Complete test data (including names of tests, scores, and dates of administration) d) Recommended supplementary tests with reasons for suggested use e) Interpersonal influence in and out of school f) Present operational level in academic curricular areas g) Objective anecdotal reports h) Specific instructional procedures based on data collected i) Summary report of progress made by each student. Each component of the report will be rated as satisfactory or unsatisfactory for each pupil. Unsatisfactory sections must be redone. Suggested Guidelines, Appendix A, p. 164, 24.1, 24.2.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
10-E Measure pupil growth in varied areas of the learning environment.	Complete assigned readings, seminars, and lecture. Evaluate sample materials, modeling by teacher.	Evaluate pupil work for a six to eight week period during field experience. Maintain checklists and records. Assessment will be continuous throughout development and utilization of measuring devices.	Analyze evaluative records developed and maintained by student for accuracy and effectiveness. Attain a level of 85 percent agreement between student and assessor. Guidelines suggested checklist, Appendix A, p. 169, 53.0, 53.1, 53.2, 53.3.	Instructor Teacher
11-E Identify various learning styles and individual differences of pupils.	Develop records based on observation of pupils and diagnostic test results.	Utilize records and profiles to prepare appropriate materials, lessons and activities for small and large group instruction. Direct observation followed by two and/or three-way conference.	Planned lessons and teaching performance coincide with established criteria. Guideline suggested checklist, p. 162, 164, 16.0, 16.1, 16.2, 16.3, 24.0, 24.1, 24.2, 24.3, 25.0, 25.1, 25.2, 25.3.	Instructor Teacher Student
12-E Self-assess teaching performance.	After completing seminar to review relevant SKA's student will audio or video-tape a mini-lesson of 15 to 20 minutes in length. Students view and evaluate another student's lesson according to established criteria.	Review taped mini-lesson in conference with peer, instructor and/or teacher. Each assessor will evaluate the tape and compare responses. Direct observation may be substituted for video-tape.	Independent analysis of audio- and video-tapes by each assessor utilizing interaction analysis instruments (e.g., Flanders, Burkhart, etc.) with 85 percent agreement among assessors). Guideline suggested checklist, Appendix A, p. 170, 54.0, 54.1, 54.2, 54.3.	Instructor Teacher Student

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
5-F Identify the psychological and philosophical factors that influence and control the climate for learning.	Attend seminar, role playing views films and video tapes.	In-depth analysis of a critical incident in the classroom with emphasis on social/emotional factors and pupil and teacher interaction.	Evaluate analysis on description of incident, causal factors, teacher/pupil reactions and effect upon classroom climate (85% level of acceptance required).	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessors
13-E Write and implement lesson plans using behavioral objectives.	Complete assigned readings.	Preassessment of written plans, post-assessment of observed lessons with two- and three-way conferences.	Demonstrate successful implementation of clearly and succinctly stated behavioral objectives for pupil learning with 90 percent level of mastery. Suggested Guidelines checklist, Appendix A, p. 162, 14.0, 14.1, 14.2, 14.3.	Instructor Teacher
14-E Utilize varied levels of questioning techniques.	Independent review of relevant SKA's from Phase I and II. Video or audio-tape two 15-minute lessons.	Use Bloom's Taxonomy of Educational Objectives and/or Sanders, Classroom Questions: What Kinds? to assess questioning levels taped.	Analysis for use of the various levels of questioning techniques in a logical, competent manner. Emphasize use and appropriate application of higher order questions and providing for convergent and divergent thought processes with 85 percent level of agreement among assessors. Suggested Guidelines checklist, Appendix A, p. 163, 21.0, 21.1, 21.2, 21.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
15-E Use a variety of materials in teaching.	Survey current literature, attend educational media workshops, assigned professional conferences and/or commercial displays. Participate in seminar for display of materials developed by students.	Integrate a variety of visual aids in teaching. Assessment will follow observation of materials being used in classroom.	Successfully demonstrate skill in using commercial material, designing and utilizing self-made instructional materials (e.g. dry mounting, lettered captions, charts, bulletin boards, overhead transparencies, models, photography, tapes). Rating of satisfactory or unsatisfactory with 85 percent agreement among assessors. Unsatisfactory skills and materials may be redone till a satisfactory level is achieved. Suggested Guidelines checklist, Appendix A, p. 168-69,44.0, 44.1, 44.2, 44.3; p. 51.0, 51.1, 51.2, 51.3, 52.0, 52.1, 52.2, 52.3).	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
16-E Use varied teaching techniques.	Observation of a variety of teacher models. Participate in seminar demonstration of teaching techniques.	Demonstrate a variety of instructional approaches in all elementary school curricular areas. Assessment will follow observed lessons. Student will self evaluate unobserved lessons.	Analysis of demonstrated behavior for successful application of two different instructional approaches in: a) Mathematics b) Reading c) Language arts d) Science e) Other curricular area Suggested Guideline checklist p. 168, 45.0, 45.1, 45.2, 45.3.	Instructor Teacher Student
17-E Provide for individual differences.	Participate in seminar, conferences, and/or consultation with appropriate school personnel (teacher, reading specialist, resource people, psychologist, nurse).	Demonstrate that individual differences are provided for during large and small group instructional lessons and in individual interactions with the children. Assessment procedure will include direct observation of student behavior followed by two- or three-way conferences and a written self-evaluations.	Consistently utilize various instructional approaches for curricular areas and state rationale for using different instructional techniques with individual children. Recognize and give appropriate help to individual children during lessons. Provide for varying depth and rapidity of steps in lessons which are determined by the progress of individual children. Level of success 85 percent during last three weeks of situation. Guidelines checklist, Appendix A, p.164-67, 25.0, 25.1, 25.2, 25.3, 41.0, 41.1, 41,2, 41.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
18-E Demonstrate ability to effectively utilize pupils' experiences in classroom environment.	Observation of pupils and teacher and/or instructor model.	Teacher, instructor and/or self evaluation of behavior.	Demonstrate ability to utilize pupils' experiences in each of following: a) Incorporating pupil's answers or requests into lesson b) Utilizing cultural similarities or differences c) Integrating previous and current learnings Suggested Guidelines checklist, Appendix A, p.164-65, 26.0, 26.1, 26.2, 26.3, 30.0, 30.1, 30.2, 30.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
19-E Use instructional procedures which demonstrate an understanding of diagnostic analysis of pupils and their work.	Observation of teacher and/or instructor model.	Develop behaviorally written lesson plans with specific, logically sequenced objectives, appropriate procedures and assessment. Plans must reflect students' ability to use diagnostic results to prescribe instructional programs. Demonstrate specific instructional procedures based on diagnostic profiles and records. Minimum of six plans for each of following: a) Individual children b) Small group of children c) Large group of children Pre-observation conference and direct observation followed by two and/or three-way conference.	a) Written plans and performance rated on demonstrated knowledge of instructional planning for pupils with different operational levels, learning styles and self-concepts. b) Demonstrate during assessment conferences a satisfactory ability to function as a member of a prescriptive team. Performance level of satisfactory will be maintained throughout last one-third of student teaching experience. Achieve a level of satisfactory on items suggested in Guidelines, Appendix A, p. 162, 15.0, 15.1, 15.2, 15.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
20-E Provide for continuity in long-range planning.	Complete assigned readings, tutorial conferences and/or instructional seminar. Develop outline of proposed long-range unit of work for classroom use.	Complete pre-conference on long-term plans with conferences throughout the implementation of plans.	Implement long-term instructional plans successfully for a minimum of three weeks. Rate plans and performance for appropriate objectives, subject depth, utilization of curricular resources, variety of motivational and creative teaching techniques, sequential development of concepts, accurate monitoring and record keeping devices. Suggested Guidelines checklist, Appendix A, p.163-67, 18.0, 18.1, 18.2, 18.3, 22.0, 22.1, 22.2, 22.3, 39.0, 39.1, 39.2, 39.3, 43.0, 43.1, 43.2, 43.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
6-F Demonstrate a knowledge of New York State Education Law as it relates to curriculum, instruction, pupil-teacher relations and rights of teachers and pupils.	Analyze current educational situations and critical incidents, assigned readings.	Analyze a critical incident in the classroom in relation to N.Y.S. Education Law, i.e., corporal punishment, medical treatment of a pupil and teacher negligence.	Submit a written analysis of a critical classroom incident to be judged according to objectivity, causal factors, possible ramifications and preventive measures that could have been instituted.	Instructor
7-F Demonstrate a knowledge of the claimed advantages and disadvantages of differing classroom and school organizational patterns.	Attend seminar, written report and selected readings.	Small group discussion and analysis of the advantages/disadvantages, psychological and philosophical bases of differing organizational patterns, e.g., open concept, team teaching and ability grouping.	Describe accurately in a written report the role of the teacher in organizing and implementing a specific instructional pattern for a particular level of students, i.e., an open-concept learning environment for primary children.	Instructor
8-F Identify current issues in curriculum development and subject area content in the elementary school.	Seminar approach, view films and assigned readings.	College class and curriculum library for a written analysis that identifies the arguments for and against a specific curriculum proposal, i.e., Sex education, career education, drug education.	Include at least three current issues in curriculum development with well defined argument for and against. A minimum level of satisfactory required for acceptance.	Instructor

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
21-E Plan and implement logically sequenced and effective lessons.	Independent review of relevant SKA's. Seminar, lecture, and discussion on criteria for evaluation.	Plan and demonstrate behavior. Observation of lessons followed by two and/or three-way assessment conferences.	Lessons should conform to planned criteria including: a) Effective introduction b) Logically sequenced c) Teaching of concept d) Effective summarization Suggested guideline checklist, Appendix A, 166-67, 38.0, 38.1, 38.2, 38.3, 37.0, 37.1, 37.2, 37.3, 35.0, 35.1, 35.2, 35.3, 42.0, 42.1, 42.2, 42.3.	Instructor Teacher

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Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
22-E Provide for various levels of ability in planning.	Complete assigned readings, conferences, seminars, and tutorial conferences when indicated.	Implement plans for classroom use which provide for the various operational levels of children. Demonstrate in observed and videotaped lessons. Assessment will include pre- and post-conferences of observed lessons and written or oral self-evaluation.	Successfully demonstrate throughout situation appropriate planning for the individual interests and learning styles of children and the curriculum goals for their classroom. Correctly discuss, record and adjust, where necessary, the grouping of children for instructional purposes. Level of agreement 85 percent among assessors. Student self-evaluation will list three instructional methods planned and utilized to provide for the various levels of children's ability in the classroom. Suggested Guidelines checklist, Appendix A, p. 163-64-66, 22.0, 22.1, 22.2, 22.3, 23.2, 24.2, 36.0, 36.1, 36.2, 36.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
23-E Provide for the varied learning styles of children.	Participate in seminars, tutorial conferences, consultation with public school specialists. Videotape demonstration lesson. Independent review of SKA's.	Demonstrate specific teaching techniques determined by the utilization of learning modes of pupils as diagnosed by student in consultation with instructor, teacher and other appropriate school personnel. Assessment will include three or two-way conferences with assessors and separate self and peer evaluations following observed lessons.	Demonstrate implementation of planned behavior which appropriately provided for the individual interests and learning styles of pupils (visual, auditory, kinestetic, tactile). Guidelines checklist, Appendix A, p. 162, 16.0, 16.1, 16.2, 16.3.	Instructor Teacher Student
24-E Incorporate teacher/pupil planning.	Observe teacher model. Complete assigned readings, tutorial conferences when indicated.	Develop lessons utilizing teacher/pupil planning. Preassessment for written and/or oral plans. Observed lesson followed by two- and/or three-way conference with assessors. Written or oral self-evaluation by student.	Implement teacher/pupil planning activities for a minimum of three instructional settings: a) Large group b) Small group c) Independent study Major emphasis for assessment will focus on five areas of lessons: a) Objectives b) Content c) Methods d) Materials e) Measuring devices f) Summarization Minimum level of mastery 85 percent. Suggested Guideline checklist, Appendix A, p. 165, 28.0, 28.1, 28.2, 28.3, 29.0, 29.1, 29.2, 29.3; p. 162-63, 17.0, 17.1, 17.2, 17.3	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
25-E Implement classroom control techniques.	Complete assigned readings. Participate in tutorial conferences, seminars and individualized instruction (tapes, observations).	Demonstrate classroom control techniques. Assessment conferences will be continuous throughout situation. Self-assessment will be written.	Maintain classroom control by the end of the field-based experience with 90 percent level of achievement determined by observation and self-assessment. Utilize objective system of analysis for direct vs. non-direct approaches, e.g., Flanders and/or Withall. Suggested Guidelines, Appendix A, p. 168, 47.0, 47.1, .47.2, 47.3.	Instructor Teacher Student
26-E Structure the learning environment.	View assigned film, participate in on-site observations. Review relevant SKA's from Phase I and II.	Demonstrate behavior in field-based student teaching experience. Assessment will follow observations.	Arrange classroom for maximum pupil participation as cooperatively determined by teacher and student. Suggested Guidelines checklist, Appendix A, p. 163-65, 20.0, 20.1, 20.2, 20.3; p. 165, 31.0, 31.1, 31.2, 31.3.	Instructor Teacher Student

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
27-E Manage non-teaching classroom responsibilities: 1. Physical conditions of classroom 2. Movement of children 3. School routines 4. Servicing of specific physical pupil needs	Independent review of relevant SKA's combined with independent readings.	Assess observed behavior throughout student teaching situation.	Use cooperatively developed checklist determined by requirements and responsibilities for specific situation with 90 percent level of success. Guidelines checklist, Appendix A, p. 165-66, 32.0, 32.1, 32.2, 32.3.	Instructor Teacher
28-E Apply organizational skills to management of classroom materials and supplies.	Participate in conference involving student, teacher and instructor.	Assess observed behavior throughout student teaching situation.	Organize materials and have available for use as indicated in lesson plans 100 percent of time. Proper use, care and returning of materials will be observed and evaluated. Suggested Guidelines checklist, Appendix A, p. 163-65-66, 19.0, 19.1, 19.2, 19.3, 32.0, 32.1, 32.2, 32.3.	Instructor Teacher

Phase III IMPLEMENTOR

State University College at Buffalo
N-6, Provisional Certification Program

Skill, Knowledge, Attitude The Student Will:	Instructional Procedures	Assessment Procedures and Conditions	Assessment Standards	Assessor
9-F Demonstrates awareness of federal, state and local influences upon curriculum and instruction.	Attend seminar, guest lecturers and assigned readings	A written analysis of court decisions, federal and state legislative action, State Education Department regulations and Board of Regents requirements.	Discuss implications of federal, state and local influences upon education.	Instructor
10-F Demonstrate a knowledge and understanding of teaching as a profession, e.g., preparation, certification vs. licensing, probationary period, tenure, unions/associations, Taylor Law.	Seminar discussions, lecture/presentations by instructor, practicing teachers, principals, union/association representations, simulation, critical incidences and case study method.	Observation in colleges setting of students' thought patterns, attitudes and background information in seminar discussions and analysis of students application in critical incidences in teaching.	Philosophical and psychological soundness of students' application of "professional" approaches and strategies in classroom simulated problem solving. Use of predetermined rating scale for evaluation. Minimum level of satisfactory required.	Instructor

SECTION II - CONTINUED

E. Student Guidance

F. Program Evaluation and Management

E. Student Guidance

Overall supervision of the program and general guidance and advisement for students entering the program will be the responsibility of the Office of the Dean, Applied and Professional Studies, or his designee.

Guidance of students within the program will basically be the responsibility of the SUCB faculty representatives assigned to and working with various students on all phases of the program. The SUCB representatives will confer with and solicit recommendations from the various school personnel to whom the student is assigned. Where possible and appropriate, SUCB faculty representatives will work as teams with appropriate numbers of students in the program. Further, specific assignments of responsibilities for faculty will be made. Such specific tasks as the following will be clear and made formal: (a) maintenance of records of each student's progress through the program, (b) reviewing and scheduling of school or agency as well as all other field-based experiences, (c) determination and organization of peer seminars and other essential cross group meetings and seminars, (d) advisement to the students on status and/or completion of the skills, knowledge and attitudes, (e) advisement to the students to arrange for pre-post tests and recycling procedures and requirements, (f) collection of essential data for completing ongoing program evaluation and making management decisions, (g) reports on students' progress sent to the Office of the Dean of Applied and Professional Studies or his designee, concerned faculty members, consortium members and students and others

as deemed necessary.

Every effort will be made to complete periodic reports on the status of each student in the program. Copies of the reports will be given to the students on a systematic basis. Every effort will be made to have teams of SUCB faculty working with groups of SUCB students progressing through the program so that both faculty and students and school personnel can be better acquainted.

F. Program Evaluation and Management

The following evaluation model was suggested by Gubba and Stufflebeam and provided a structure for the evaluation and management component of the proposed SUCB Elementary Teacher Education Program, N-6.[1]

1. Focusing the evaluation: Define the program to be evaluated and the purpose of the evaluation.

2. Collecting information: Specify each item of information to be collected, the populations, sources, and sampling procedures, including all instruments and methods used for data collection. Include all necessary arrangements, procedures and a time schedule.

3. Organizing information: Specify a format for organizing the information and describe the means by which information will be coded, organized, stored, and retrieved.

4. Analyzing information: Specify the procedures to be used for analyzing data.

5. Reporting information: Specify the types of reports, the audience receiving each report and a time schedule for report preparation.

6. Administering the evaluation: Summarize the evaluation schedule, assign staff to specific responsibilities, and determine budget requirements. Develop contingency procedures for alternate plans, if the original plans become unfeasible.

The proposed evaluation model includes the following six components:

A. Undergraduate: Individuals who have completed the undergraduate elementary education program at SUCB and have been awarded a B.S. in Elementary Education.

B. Student: Individuals enrolled in the undergraduate elementary education program at SUCB.

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1. Egon Gubba and David Stufflebeam. The Process of Stimulating, Aiding, and Abetting Insightful Action. Columbus, Ohio: The Ohio State University, 1968.

C. Employer: School district administrators, personnel administrators and/or building principals.

D. Teacher: Cooperating classroom teachers from participating school districts in the consortium.

E. College: Instructors and college administrators involved in, or responsible for, the elementary education program at SUCB. The term "administration" refers to individuals who have line or staff responsibility for the program, particularly in the Office of the Vice President for Academic Affairs and the Office of the Dean for Applied and Professional Studies.

The evaluation model presented in this document was adapted from a chapter entitled "Evaluation of Competence" from the American Council on Industrial Arts Teacher Education 1977 Yearbook (in press) prepared by M. Duane Mongerson and Richard J. McCowan. Chart 4 entitled "Program Evaluation Summary" structures and summarizes the model.

The evaluation described in this section is primarily a summative evaluation which typically occurs at the end of a program or course and is designed to evaluate the effectiveness of the total program or its major components. Data are also provided by groups of participants. While this aspect of the evaluation model is important and can contribute valuable information, a more significant component involves the formative evaluation. This is designed to assist the instructor and teacher in making effective decisions on a continuous basis through the certification program. The evaluation procedures, conditions and criteria which will be used to assess the success of each student on specific skills, knowledges and attitudes form the basis for these judgments. In addition, the informal dialogue which occurs among the instructors, teachers and students provides

CHART 4

PROGRAM EVALUATION SUMMARY

	A Undergraduate	B Student	C Employer	D Teacher	E College
Focusing	Random survey of students completing undergraduate certification program	Survey of students completing a phase of certification program	Survey and selected interview of administrators	Objective ratings, narrative reports and interviews	Ongoing monitoring of program and input from all sources
Collecting	Annual	Completion of each program phase	Biennial	Continuous and/or semi-annual	Continuous and/or semi-annual
Organizing	Frequency counts, percentages, and summary of subjective responses	Frequency counts, percentages, and summary of interview data	Frequency counts, percentages, and summary of interview data	Review and summary of reports and interview data	Summary and analysis of input from all sources
Analyzing	Comparisons by year of graduation, GPA, place of employment and sex	Comparisons by GPA and sex	Comparisons by size and type of school and district	Comparisons by placement site	Summary and analysis of input from all sources
Reporting	Students, instructors and administration	Students, instructors and administration	Employers, instructors and administration	Teachers, instructors and administration	Teachers, instructors, and administration
Administering	Institutional research	Instructor	Institutional research	Teachers and instructors	Administration

important material which can show how the ongoing program can be re-directed to meet long-term goals. In this way, the evaluation can have a continuous process of diagnosis and feedback to the participants and provides for the observation of unexpected or post-hoc outcomes.

Although the formative evaluation component includes adequate opportunities to observe the students as they teach and interact with children, the summative component which is suggested does not. At this point, it does not seem feasible that such evaluations activities will be included in the model.

The proposed evaluation model, therefore, includes several dimensions which examine the extent to which students attain proficiency in the skills, knowledges and attitudes described earlier and the perceptions of the individuals and groups who complete the program and/or participate in the concortium. An expanded discussion of the roles and procedures of each of the major groups of participants is presented in the following section.

Evaluation Component A: Undergraduate Assessment

A random sample of individuals who complete the undergraduate elementary teacher certification program will be surveyed on an annual or biennial basis using the form entitled "Elementary Education Followup Study" (see Appendix C). This instrument contains 38 objective items and two open-ended questions which enable respondents to describe specific strengths and weaknesses of the program. Descriptive variables provide data on

areas such as sex, type of teaching position, and type of school in which the individual is employed. Data concerning specific courses (Items 12 through 19) and broad competency areas (Items 20 through 38) are also included. When necessary, modifications of the instrument will be made.

Four surveys have been conducted at the College.

a) Survey I involved 1969, 1970 and 1971 graduates.

b) Survey II involved 1972 and 1973 graduates.

c) Survey III involved 1974 graduates.

d) Survey IV involved 1975 graduates.

Each survey involved 415 subjects who were selected on a systematic random basis or a stratified random basis. This provided a 95 percent confidence level (±.05% error) and included an estimate of 10 percent sampling frame error.

Data collected by this survey will be summarized and frequency counts and percentages will be presented. Statistical comparisons will be made on selected blocking variables, such as GPA, sex and place of employment. Copies of the complete report will be available in the library and selected administrative offices. Summary reports will be given to interested students, instructors, cooperating teachers and participating school districts.

Evaluation Component B: Student Assessment

Several methods are currently used at SUCB to evaluate student response to courses and instruction, including objective and open-ended questionnaires and discussions during class periods. An instrument developed by the College and used on an optional basis by many instructors is contained in Appendix D. These evaluations may be reviewed by faculty committees, deans, the Vice-President for Academic Affairs and the President for purposes of contract renewal, tenure and promotion. Although student evaluations are encouraged at various administrative levels at the College, no formal structure exists which provides for the systematic organization and analysis of these data and the evaluations are primarily designed to evaluate the quality of instruction, rather than the instructional program.

It will be necessary, therefore, to develop new procedures and instruments to evaluate the extent to which undergraduate students feel they have achieved specific skills, knowledges and attitudes for designated phases of the program. It will also be necessary for students to evaluate their levels of proficiency in the four role areas of a teacher: humanist, diagnoser, prescriber and implementor. A suggested evaluation form which could be used to gather this information is contained in Appendix E.

Data of this nature could be validated against instructor ratings for individual students with all information retained in a personnel folder for each undergraduate. Long range plans would include developing a computer monitoring system which would compile individual and group data.

Evaluation Component C: Employer Assessment

A random survey of 90 elementary school principals in Erie and Niagara Counties was conducted in 1972 using the "Administrator's Questionnaire" (see Appendix F). The instrument included 34 objective items which solicited information concerning demographic characteristics of districts represented by the responding principals and data comparing the program at SUCB to programs at other institutions in broad competency areas. Three open-ended items enabled the respondents to describe what they felt were the strengths and weaknesses of the program and to include specific recommendations for improving the program. It is anticipated a questionnaire similar to this will be used in the future with modifications made as required.

In the past, public school administrators have provided significant evaluative input concerning graduates of the elementary education program to college administration and staff. These data, however, have been predominantly informal and unstructured. While this type of feedback will continue to be encouraged, more structured procedures will be developed to gather this type of information.

The structured data described above will be gathered at least every two years.

Evaluation Component D: Teacher Assessment

Several methods of obtaining teacher input are currently used by college staff including structured interviews, unstructured discussion, rating

scales and open-ended narrative reports. These approaches will be continued since the personal relationships established between college and public school staff members has been, and probably will continue to be, a major aspect of student evaluation. However, greater effort will be directed toward formalizing the procedures and structuring the instruments.

The specification of required skills, knowledges and attitudes, will enable cooperating public school teachers to provide additional evaluative evidence, particularly on those SKAs which are included in the field-based components of the program. Pretest measures will be gathered on individual students and subsequent measures will be made periodically to determine individual progress.

Evaluation Component E: College Assessment

Assessment at the college level will include the instructors and the administration.

Instructor Level: At this level, the evaluation model will be essentially formative which has been described in detail in the presentation of the assessment procedures, conditions, and criteria for the SKAs for Phases I, II, and III of the proposed SUCB Elementary Teacher Education Program, N-6. The instructor will be responsible for accumulating the data described in Evaluation Components B (student) and D (teacher). When appropriate, periodic examinations will be administered to determine student attainment of the cognitive components of the program, particularly in the knowledge area. The instructor will have the primary role in determining student attainment of SKAs.

Administrative Level: The major responsibility at the administrative level will be the accumulation of data and the maintenance of records for individual students. Periodic evaluation of the total program, as well as specific aspects of the program, will be made. Comparisons of student achievement based on selected variables will also be made, particularly in regard to the type of high school attended, (i.e, large, medium or small; public or private; urban, suburban or rural) or area of residence (within State or out of State; region of State).

The administration will be responsible for gathering follow-up data on individuals who complete the Graduate Program.

A random sample of individuals who complete the graduate program and are awarded an M.S. in Elementary Education will be surveyed on an annual or biennial basis using the form entitled "Graduate Elementary Education Follow-up Study". (see Appendix G) The instrument contains 22 objective items and two open-ended questions which enable the respondents to describe strengths and weaknesses of the program. Descriptive variables (Items 1 through 9) provide data on areas such as sex, age and number of years of teaching experience. Items 10 through 13 examine why the individual is not teaching at the present time, whether or not he/she intends to look for a teaching position in the future, and whether or not he/she was informed concerning the availability of positions in teaching before entering the program. Items 14 through 22 concern an evaluation of specific aspects of the graduate program.

A survey involving a stratified random sample of individuals who completed the program between 1969 and 1975 has been conducted. The sample provided similar levels of confidence described in "Evaluation Component A: Undergraduate Assessment." It is anticipated that this instrument or an adaptation will be used in this component of the evaluation.

Data collected by this survey will be summarized and frequency counts and percentages will be presented. Statistical comparisons will be made on selected blocking variables, such as sex and age. Copies of the complete report will be given to the Consortium of the SUCB Elementary Teacher Education Program, N-6, selected administrative offices, and placed in the library. Summary reports will be given to interested students, graduates, instructors, cooperating teachers and participating school districts.

SUMMARY:

The five phase evaluation model described in this section is a system designed to provide an information base which will enable the consortium to monitor and make empirically based decisions concerning the program. Data gathered in the evaluation will provide answers to questions concerning the strengths and weaknesses of the program thus enabling the consortium to modify program direction and redirect organizational resources whenever readjustments are required. It will be necessary to make provisions

for students majoring in areas other than elementary education who complete the professional sequence for certification. At present these individuals could readily fit within the suggested model. It may be necessary to refine the instruments presented in the appendices to match the proposed program. When necessary, additional evaluation components can be included. Some consideration has been made to conduct interviews with individuals or groups of graduates. It would be most desirable to develop a computer-based system for record-keeping, since the volume of data on students may become unwieldy unless additional resources are devoted to this purpose.

Section III

Involvement

A. Involvement for Program Development
   1. Selection of Agency Representation
   2. Evidence of Participation

B. Program Governance Structure

C. Roles and Responsibilities of Participating Agencies

D. Program Development and Implementation Reservations

A. Involvement for Program Development

In May of 1976, an administrative decision was made to approach the several school systems and the Presidents of their respective teacher associations in the Buffalo-Niagara Frontier stating our intent and inviting their participation in helping to design and to develop the new SUCB Elementary Teacher Education Program, N-6, which would be submitted through SUNY to NYSED for consideration and registration in response to the mandate contained in the Teacher Education and Certification Section of the 1972 Regents' Plan for the Development of Post Secondary Education. Further, it was also decided that this task would be best completed working on a school system by school system basis.

1. Selection of Agency Representation

   Mr. Eugene Reville, Superintendent of the Buffalo Public Schools and Mr. Thomas Pisa, President of the Buffalo Teachers Federation, responded promptly and indicated their willingness to participate in this collaborative effort. Mr. Reville designated three administrators to represent the Buffalo Public Schools in this activity. Mr. Pisa named three Buffalo Teachers Federation designees.

   Seven SUCB representatives were selected from and by the four departments which are currently responsible for the Elementary Teacher Education Program. The last two positions were filled by a staff member from the SUCB Teacher Corps project and by

the Associate Dean of Applied and Professional Studies, who also became the Coordinator of the Writing and Development Committee.

This committee, consisting of 15 people, did some work during the 1976 summer. However, after the opening of the new school year, the committee intensified its activities and has moved steadily forward in planning and preparing this proposal. It must be noted here that the above 15 people have in turn contacted and talked with numerous other colleagues from their respective agencies in order to obtain reactions, recommendations, suggestions, support, and other valuable information essential in carrying out the task of the committee.

The interest and the invaluable contributions made by each member of the committee were most noteworthy. The many working sessions and the long discussions of this committee can be characterized by such words as: Intense, interested, friendly, productive, but always cooperative and determined.

2. Evidence of Participation

The letters which follow from Mr. Eugene Reville, Superintendent of the Buffalo Public Schools, and from Mr. Thomas Pisa, President of the Buffalo Teachers Federation, are indications of their respective agencies' involvement and participation in all phases of the planning

and the development of this program proposal. Further, the membership of the Writing and Development Committee is listed on Page 149 and the signature of each member signifies his participation and agreement to forward this program proposal.

The entire deliberations of this committee were conducted along the lines stated in the proposed "Program Governance Structure" (see Page 150) from our first meeting through completion of this proposal.

EUGENE T. REVILLE
SUPERINTENDENT OF SCHOOLS

Buffalo Public Schools

712 City Hall - Buffalo, New York 14202 - 716 • 842-3161

RECEIVED
STATE UNIV[illegible] COLLEGE
AT BUFFALO
MAR 8 1977
OFFICE OF
THE PRESIDENT

March 7, 1977

Dr. E. K. Fretwell Jr.
President
State University College
1300 Elmwood Avenue
Buffalo, New York 14222

Dear Dr. Fretwell:

I am most pleased to receive the reports by our designated representatives, Mrs. Muriel Green, Mrs. Sylvia Cohen, and Mr. Joseph Tontillo and others who contribured in various ways to the Writing and Development Committee in designing and producing the proposed SUCB Elementary Teacher Education Program, N-6. Because of our interest, participation and active involvement, the proposed program has our full and enthusiastic support.

We in the Buffalo Public Schools look forward to our continued cooperative effort with the State University College in initiating this program after appropriate approval by the State University of New York and the re-registration of the program by the Division of Teacher Education and Certification of the New York State Education Department.

If additional information is needed, please feel free to contact me.

Most sincerely,

Eugene Reville

Superintendent of Schools

cc: Dr. Richard Collier
Coordinator
Writing and Development Committee
SUCB

President THOMAS J. PISA

btf

NYEA
NEA

271 PORTER AVENUE
BUFFALO, N.Y. 14201
(716) 881-5400

BUFFALO TEACHERS
FEDERATION, INC.

March 7, 1977

RECEIVED
STATE UNIVERSITY COLLEGE
AT BUFFALO
MAR 8 1977
OFFICE OF
THE PRESIDENT

Dr. E.K. Fretwell
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14223

Dear Dr. Fretwell:

The Buffalo Teachers Federation has participated with the State University College at Buffalo in developing the elementary education program which is to be submitted for registration.

We remain critical of the Competency based approach to teacher education due to the lack of a research base which would indicate its superiority to present modes. We reaffirm our belief that neither CBTE nor any single approach would be mandated.

Major reservations remain about the ambiguity of the competencies and the lack of evaluation devices for objective measurement.

We fully support the involvement of teachers in the governance of their profession and welcome the opportunity for ongoing evaluation and revision of teacher education.

Sincerely,

Thomas J. Pisa

Thomas J. Pisa
President

TJP/cm

SUCB Elementary Teacher Education Program, N - 6
Writing and Development Committee

ATTESTING SIGNATURES

Representatives of the Buffalo Teacher Federation:

Mrs. Edith Lewin
Assistant to the
President

Mrs. Kathy Benjamin
Teacher
BUILD Academy

Mr. Ronald Romanowicz
Teacher
P.S. #90

Representatives of the Buffalo Public Schools:

Mr. Joseph Tontillo
Director of Personnel

Mrs. Muriel Green
Supervisor
Elementary Education

Mrs. Sylvia Cohen
Supervisor
Elementary Education

Representatives of the State University College at Buffalo: *

Dr. Frank Diulus
Associate Professor
Foundations of Education

Dr. Nancy Nichols
Associate Professor
Curriculum and Instruction

Dr. Henry Dowski
Chairman and Assoc. Prof.
Student Teaching Department

Dr. James Rotella
Associate Professor
Behavioral Studies

Dr. Marillyn Flavin
Associate Professor
Student Teaching
Department

Dr. Lewis Sinatra
Associate Director
Teacher Corps, SUCB

Dr. Richard McCowan
Professor
Behavioral Studies

Dr. William Woodworth
Associate Professor
Curriculum and Instruction

Dr. Richard Collier
Associate Dean
Applied and Professional
Studies
(Coordinator of Committee)

* 1300 Elmwood Avenue
Buffalo, New York 14222

B. Program Governance Structure

1. Consortium - SUCB Elementary Teacher Education Program, N-6

   a. The consortium will consist of representatives of the State University College at Buffalo, the Buffalo Public Schools and the Buffalo Teachers Federation. These agencies will contribute their resources as appropriate to the development and implementation of the SUCB Elementary Teacher Education Program, N-6.

   b. The consortium agencies will constitute the elements of the governing structure. Cooperating agencies will be represented by persons designated by their respective agency.

2. Consortium Functions

   a. Develop policies relative to planning and implementing the SUCB Elementary Teacher Education Program, N-6.

   b. Design, approve and monitor a comprehensive program evaluation system.

   c. Assist in the overall evaluation of the program effectiveness.

   d. Develop program modifications in light of the above evaluation.

   e. Establish and maintain adequate data gathering and analysis systems for continued program monitoring.

   f. The consortium will recommend to the SUCB (the legally responsible authority) suggested modifications for:

      1) Admission to the College
      2) Admission to the teacher education program
      3) Admission to the field experience
      4) Requirements for the degree to be awarded
      5) Recommendation for state certification

3. Consortium Membership

   a. Representation on the consortium will be comprised of:

3 Buffalo Public Schools district designees

3 Buffalo Teachers Federation designees

5 State University College at Buffalo designees

b. Alternate Designation: It is desirable that each agency be fully represented at every consortium meeting. Should a designated representative be unable to attend a particular meeting, the agency may designate an alternate.

c. Agency Contact Person: Each agency shall designate a consortium contact person who will be responsible for gathering and disseminating pertinent information to his constituent group between official meetings of the consortium.

d. Membership List: A list of consortium representatives and alternates shall be maintained by the consortium chairperson. It shall indicate full name, agency representation, full school and home addresses, both home and school phone numbers, and current professional assignment.

e. Consortium Officers: The officers of the consortium shall include:

1) Chairperson: The chairperson will be elected at the first meeting of the consortium each year and will serve for one year. The duties of the chairperson include: Preside at all meetings, serve as spokesman for the consortium, prepare a suggested agenda for each consortium meeting, form sub-committees for effective consortium operation as needed, and other duties as assigned by consortium action.

2) Secretary: The secretary will be designated at the first meeting of the consortium each year and will serve for one year. The secretary shall be responsible for recording the actions during the consortium meetings.

f. Consortium Sub-Committees: Sub-committees will consist of representation from each cooperating agency.

4. Meetings and Attendance:

a. Regular Meeting: The regular meeting of the consortium shall be scheduled on the first Wednesday of each month. The meeting time and place shall be determined at the preceding consortium meeting.

b. Special Meetings: Special meetings may be called by the chairperson as needed.

c. Notice of Meetings: Notice of meetings will be by direct mail. In emergencies, the contact persons shall assume responsibility for notifying the representatives from their particular agency.

d. Consortium Action and Records: Actions of the consortium meetings shall be recorded and distributed with the proposed agenda for the next regular meeting. A complete file of minutes will be maintained in the Office of the Dean of Applied and Professional Studies, SUCB.

e. Quorum: Transaction of official business requires that each agency be represented at the consortium meeting.

f. Policy: Official policy of the consortium requires the affirmative vote of each agency.

5. Amendments

a. All amendments to this document shall be submitted to each consortium member in written form at least 10 days in advance of the meeting at which it is to be considered.

b. An affirmative vote by each agency shall be required for adoption of each amendment to this governance structure statement.

C. Roles and Responsibilities of Participating Agencies

The State University College at Buffalo has a fine, cooperative relationship with both the Buffalo Public Schools (BPS) and the Buffalo Teachers Federation (BTF). This statement formalizes and makes public what has been in operation relative to aspects of the SUCB Elementary Teacher Education Program, N-6. This formalization further underscores the major purpose for such a collaborative effort, which is to facilitate, improve and expand existing programs to the benefit of the college, the school system and the professional association. This collaborative effort recognizes the need for an integral and essential relationship in achieving cooperative program planning resulting in more effective program design and implementation.

In Chart 5 the role and responsibilities of the participating agencies are listed and detailed as appropriate. However, other specific role groups are essential in the successful operation of the proposed elementary teacher education program. Because of their vital role and unique contributions, specific responsibilities are listed under the following headings: Principal, Teacher, Instructor and Consortium Representatives.

1. Role and Responsibilities of the Principal

   a. Assume responsibility for program implementation within the building.

   b. Work cooperatively with the instructor, teacher, and student to assure that the student is given wide exposure to total school program, e.g., instructional planning, classroom visitation, staff meetings, open house, parent-teacher conferences, selected school events, etc.

CHART 5

Role and Responsibilities of Agency

		BPS	BTF	SUCB
1.	Assume responsibility for all involvement in planning and implementing the program	Yes	Yes	Yes
2.	Be represented at meetings and directed activities of the consortium	Yes	Yes	Yes
3.	Provide the participating agencies with appropriate information such as: goals and objectives, available supporting services and other pertinent resources, e.g., space, people, etc., as needed and appropriate	Yes	Yes	Yes
4.	Participate in the ongoing evaluation of the program's effectiveness	Yes	Yes	Yes
5.	Assume responsibility for interpreting the program to others as appropriate	Yes	Yes	Yes
6.	Retains legal authority and responsibility for:			
	- admission to the college	No	No	Yes
	- admission to the teacher education program	No	No	Yes
	- admission to the field experience	No	No	Yes
	- requirements for the degree to be awarded	No	No	Yes
	- recommendation for state certification	No	No	Yes
7.	Assume responsibility for continuously seeking the advice and assistance from the representatives of the participating agencies relative to ongoing program design and implementation	Yes	Yes	Yes

c. Participate as appropriate in program evaluation as implemented in the building.

d. Participate in student performance evaluation as appropriate.

e. Assist in efforts aimed at continued program improvement and effectiveness within the building and related areas.

f. Assume responsibility as appropriate for keeping other building staff, community groups and other essential persons informed of the program as it relates to the total program conducted within the building.

2. Role and Responsibilities of the Teacher

a. Accept the responsibilities as developed by the consortium for this vital and significant role.

b. Provide specific and regular feedback to the college student relative to his performance in the program.

c. Maintain essential records noting student status relative to the attainment or non-attainment of the skills, knowledge and attitudes specified in the program plan.

d. Meet periodically with the college representatives, school personnel, and others as appropriate to discuss the student's performance.

e. Assist in the ongoing evaluation of the student's performance during the field experience.

f. Participate in the evaluation of the program's effectiveness.

g. Assist in helping to interpret the elementary teacher education program to others in the building, system and community.

h. Work cooperatively with college personnel to insure as appropriate that the needed instruction is available to aid the college student to attain the desired skills, knowledge and attitudes.

3. Role and Responsibilities of the Instructor

a. Assume overall responsibility for the preparatory program.

b. Participate as appropriate in meetings and directed activities of the consortium.

c. Insure that college students are aware of the skills, knowledge and attitudes expected of them and the assessment standards and criteria.

d. Insure that the needed instruction is available to aid the college students to attain the desired skills, knowledge and attitudes.

e. Responsible for on-going evaluation of student performance in consultation with others as appropriate.

f. Maintain close working contact with all persons in the schools and system involved in program implementation.

g. Maintain an effective guidance and management system for the program.

h. Participate in the evaluation of the program's effectiveness.

i. Assist in helping to interpret the elementary teacher education program to colleagues and others as appropriate.

4. Role and Responsibilities of Consortium Representatives

a. Participate in the consortium deliberations as a representative of the respective group with the objective of always trying to improve and strengthen the program.

b. Assume responsibility for assisting in interpreting the program to colleagues or others as needed and desirable.

c. Participate in the evaluation of the program's effectiveness.

d. Advise and assist in the interpretation of program evaluation data.

e. Make recommendations about program modification in light of the evaluation.

D. Program Development and Implementation Reservations

The parties to this proposal have every expectation that, when the program is fully implemented, it will be successful. However, all parties are fully aware of the major tasks which lie ahead and the continued cooperative effort and full support essential to effecting successful program implementation. Some of the more important tasks and reservations relate to continued efforts in:

1. Listing and refining of the skills, knowledge and attitudes which will best prepare the graduate of this program for the initial teaching position.

2. Refining and strengthening the instructional procedures, the assessment of procedures and conditions, the assessment standards and the assessors of the skills, knowledge and attitudes listed under the roles of humanist, diagnoser, prescriber and implementor.

3. Refining the procedures and criteria for determining student entrance into the program, as well as providing effective student guidance throughout the program.

4. Refining the procedures and criteria for program evaluation and management.

5. Developing and refining those instructional materials essential for program implementation.

6. Activating the "Program Governance Structure" into an effective program component.

7. Continuing commitment and expanding of program support by representatives of SUCB and others as appropriate.

8. Accepting and supporting of this program proposal with such modification as appropriate by other school systems with whom SUCB will have cooperative program relations.

APPENDICES

A. "Teacher Behaviors: Evidence of Achievement"

B. Checklist for Student Evaluation of Taped Lesson

C. Elementary Education Followup Study Questionnaire

D. Student Course and Teacher Evaluation Questionnaire

E. Undergraduate Survey: Skills, Knowledges and Attidues Survey

F. Elementary Education Followup Study/Administrator's Questionnaire

G. Graduate Elementary Education Followup Study Questionnaire

STATE UNIVERSITY COLLEGE AT BUFFALO
1300 Elmwood Avenue
Buffalo, New York

ELEMENTARY STUDENT TEACHING

Teacher Behaviors
Evidence of Achievement

Prepared by the
Performance and Assessment Committee
Elementary Student Teaching Department
Faculty of Professional Studies

First Printing – Spring 1973
Revised – Summer 1975

FOREWORD

This supplement has been prepared to assist the cooperating teacher and student teacher to more explicitly judge the teaching behaviors stated in the *Guideline for Student Teacher Progress.*

It is recognized that one of the most valuable outgrowths of the student teaching experience is the changed viewpoint or perspective gained by both the student teacher and the cooperating teacher as a result of the interaction of frequent conferring. This booklet was intended to facilitate such growth by providing launching points for communication concerning those behaviors that may need more in-depth consideration. Use it as flexibly as the situation indicates.

The examples listed here were contributed by student teachers, cooperating teachers, and college supervisors. The list is OPEN-ENDED since there might be ANY NUMBER OF POSSIBLE EVIDENCES which demonstrate successful accomplishment of a behavior. It is expected that the users will supply their own specific evidences in writing as they conference.

A student teacher is expected to gain minimum proficiency in achieving these behaviors as the exit behavior from the student teaching or pre-service phase of his development. The behaviors with asterisks are those considered crucial to success as a teacher. These specified behaviors are mandatory for satisfactory completion of the student teaching course.

Any questions that you may have in reference to the *Guideline for Student Teacher Progress* or this supplement may be directed to the college supervisor. Suggestions for improvement are always welcomed.

Eileen Ballard, Chairman
Performance and Assessment Committee

THE STUDENT TEACHER:

AS A PERSON:

* 1.0 demonstrates initiative
as evidenced by:

1.1 suggesting other ideas, approaches, or personal goals, i.e. going beyond the suggestions in the textbook manuals.
1.2 being alert to situations and interacting without being told.
1.3 taking over routines or displays without waiting to be asked.
1.4
1.5

* 2.0 assumes responsibility
as evidenced by:

2.1 Managing the classroom independently of the teacher.
2.2 being prepared.
2.3 following a task through to its completion.
2.4
2.5

* 3.0 demonstrates a willingness to work
as evidenced by:

3.1 going beyond a minimal amount or quality of work.
3.2 providing materials to enhance lessons.
3.3 spending extra time on special problems or interests of the children.
3.4
3.5

* 4.0 demonstrates a respect for children
as evidenced by:

4.1 showing an interest in the things that concern the children, i.e. taking time to listen; being empathetic.
4.2 approaching children in a positive manner, i.e. avoiding sarcasm and negative comments.
4.3 providing for pupil decision-making in the classroom.
4.4
4.5

* 5.0 encourages each child toward the development of a positive self-image
as evidenced by:

5.1 noting and praising the child's accomplishments in academic and other areas; criticizing the deed rather than the child.
5.2 knowing the child well enough to make personal comments as he enters, leaves, and/or works.
5.3 helping other children recognize the worth of each individual and his contributions.
5.4
5.5

6.0 demonstrates poise and confidence when working with children
as evidenced by:

6.1 not being hesitant about his role or the direction of the learning activity.

6.2 handling unexpected questions or on-the-spot problems independently.
6.3 working without a lesson plan or teacher's guide constantly at hand.
6.4
6.5

7.0 demonstrates energy and vitality when working with children
as evidenced by:

7.1 being involved in the activities of the children, even when not directly teaching.
7.2 reflecting good health.
7.3 having a cheerful, alert manner.
7.4
7.5

8.0 adapts readily to change (new ideas and situations)
as evidenced by:

8.1 being willing to try suggestions for innovation.
8.2 showing flexibility when plans change—is not "at a loss".
8.3 having a positive attitude towards experimentation.
8.4
8.5

9.0 displays a sense of humor in most situations
as evidenced by:

9.1 reacting positively and flexibly to humorous situations that may occur in the classroom.
9.2 showing enjoyment of contributions of children.
9.3 being able to admit and/or laugh at his own mistakes.
9.4
9.5

AS A PROFESSIONAL:

* 10.0 establishes desirable relationships with children
as evidenced by:

10.1 interacting informally with children to get to know them personally.
10.2 finding his role as a facilitator rather than as an authority figure or as a "buddy".
10.3 keeping personal information confidential.
10.4
10.5

* 11.0 establishes desirable relationships with faculty
as evidenced by:

11.1 getting to know other faculty members; being friendly.
11.2 following same procedures as expected of faculty.
11.3 seeking and utilizing expertise of faculty when appropriate.
11.4
11.5

12.0 establishes desirable relationships with staff
as evidenced by:

12.1 getting to know staff members.
12.2 making requests politely and without condescension.

12.3 co-operating with established procedures.
12.4
12.5

13.0 establishes desirable relationships with parents, when possible as evidenced by:

13.1 conversing with parents at PTA meetings or Open House, etc.
13.2 contributing to teacher-parent conference.
13.3 framing comments in a positive fashion; being tactful.
13.4
13.5

AS A PLANNER:

14.0 has clear purposes for learning activities (relevant and useful) as evidenced by:

14.1 specifying in precise terms, how the learner can put learnings gained to use, now and future use; specifying how it relates to his life, etc.
14.2 learner memorizes the alphabet sequentially in order to effectively use a dictionary, encyclopedia and telephone book.
14.3 learner acquires accurate math skill in computing percentages for use in checking savings and/or loan interests payments.
14.4
14.5

15.0 is able to state objectives of planned outcomes for learners as evidenced by:

15.1 writing lesson/unit objectives stating observable behavior expected of the learners; the conditions and performance criteria expected for satisfactory task completion.
15.2 specifying goals with clarity so learners understand precisely what their goals are.
15.3 working cooperatively with pupils to help clarify their own goals.
15.4
15.5

16.0 providing for varying levels of ability in planning as evidenced by:

16.1 appropriately fitting the complexity of task, amount of content, types of questions and length of work time to diagnosed individual needs.
16.2 locating and using content materials for pupil reports that are appropriate for the ability of the child (i.e. advanced encyclopedia for more able learners or pictorial items for less able readers, etc.)
16.3 guiding follow-up activities for learners needing re-teaching of concepts, additional reinforcement for retention purposes.
16.4
16.5

17.0 provides for cooperative teacher-pupil planning as evidenced by:

17.1 discussing general and specific plans for pupils in open (informal) classroom setting at the daily planning session.
17.2 eliciting suggestions from children for unit activities, social functions, classroom work procedures, etc.

17.3 holding open class discussion to find possible (pupil suggested) solutions to problems that arise in the classroom.
17.4
17.5

18.0 provides for continuity in long-range planning
as evidenced by:

18.1 developing weekly reading activities which are closely related and utilizing sequential skill-building and vocabulary reinforcement techniques.
18.2 developing math concepts sequentially (based on need for understanding previous concepts or facts i.e., place value development needed before learning decimals).
18.3 developing units of work progressively on a day to day basis, from known to unknown, etc.
18.4
18.5

19.0 has materials and supplies ready in advance
as evidenced by:

19.1 having appropriate materials organized and located in the appropriate instructional area.
19.2 having enough materials for each child or groups of children.
19.3 previewing films and filmstrips for appropriateness and signing out audio visual equipment in advance of use.
19.4
19.5

20.0 provides for a flexible classroom environment
as evidenced by:

20.1 providing children with an opportunity to choose from a selection of learning activities.
20.2 arranging the instructional area to meet the educational requirements.
20.3 grouping and re-grouping children according to their individual needs.
20.4
20.5

21.0 includes a variety of questioning techniques
as evidenced by:

21.1 distinguishing and knowing the differences among cognitive memory questions, convergent questions, divergent questions and evaluation questions.
21.2 helping children to find the answers to their own questions.
21.3 encouraging children to give reasons for their answers.
21.4
21.5

22.0 includes a variety of problem-solving techniques
as evidenced by:

22.1 structuring lessons so that the child learns to use a variety of skills to solve problems such as: research, pooling and sharing of information and ideas, inductive and deductive reasoning, trial and error, and experimentation.
22.2 providing concrete materials to help children solve problems.
22.3 conducting brainstorming sessions to solve problems appropriate to maturity level of children.
22.4
22.5

AS A FACILITATOR OF LEARNING:

23.0 understands and applies the learning process in teaching as evidenced by:

- 23.1 discussing and identifying major learning theories and state which theory he is applying in the plans for particular lessons. (Piaget, Brunner, Thorndike, Skinner, Ausable, Gagne, Dewey, etc.)
- 23.2 identifying or making reasonable inferences about the learning theory or an instructional strategy he observes another teacher applying.
- 23.3 identifying the stages of physical, emotional and social development expected for children of the age level with whom he is working and demonstrates this knowledge in planning and selecting materials.
- 23.4
- 23.5

24.0 recognizes various learning styles of children and deals appropriately with each as evidenced by:

- 24.1 keeping records of learning styles of particular children based on observation and diagnostic test results.
- 24.2 selecting and justifying the selection of a particular approach to teaching a concept for a particular child. Discovery vs. didactic, deductive vs. inductive, self-directed vs. directed)
- 24.3 designing a lesson or an activity program for the children which makes use of the various learning styles. (Oral, visual, tactile)
- 24.4
- 24.5

25.0 demonstrates ability to provide for individual differences as evidenced by:

- 25.1 planning unique instructional activities or adapting prepared curriculum materials which match the capabilities and interests of the children.
- 25.2 developing immediate and long-range plans for the total class which take the individual needs, strengths, and weaknesses into account.
- 25.3 making provisions for individual differences by planning activities to challenge the fast, slow, and average learners in the group as diagnosed through pre-test measurements.
- 25.4
- 25.5

26.0 demonstrates ability to relate the experiences of individual children to class experiences as evidenced by:

- 26.1 incorporating the individual's answers or requests into lesson plans.
- 26.2 developing and conducting activities which take into account the cultural similarities and differences among children.
- 26.3 using examples or instances which are interesting and motivating to the children because they relate to their special interests, general knowledge, area, or activities.
- 26.4
- 26.5

27.0 provides opportunity for creative experiences for children as evidenced by:

- 27.1 demonstrating the ability to help children to respond to visual aesthetic qualities in

art and in their general environment.

27.2 providing many real experiences from which the children may express themselves in any way they choose. (Oral, written, graphics, etc.)

27.3 providing effective dramatization, story-telling, poetry, art, and music experiences for the children.

27.4

27.5

* 28.0 provides children opportunity for meaningful activities
as evidenced by:

28.1 providing many real experiences to stimulate children's learning. (Trips, experiments, demonstrations, etc.).

28.2 planning learning experiences which enable children to achieve behavioral objectives which the children have helped design or plan. (Teacher-pupil planning.)

28.3 arranging learning or interest centers in classrooms where children can select their own learning activity from a wide variety of possibilities.

28.4

28.5

29.0 provides opportunity for active pupil participation in learning
as evidenced by:

29.1 using strategies which involve the children in planning their own goals and learning.

29.2 encouraging children to identify, seek, and evaluate resources or materials for learning activities.

29.3 encouraging an atmosphere where there is freedom for experimentation and self-directed learning.

29.4

29.5

30.0 demonstrates ability to wisely use the contributions of children
as evidenced by:

30.1 accepting children's answers or thinking strategy as correct for him at that time.

30.2 being sensitive and responsive to children's expressions, desires, needs, etc. in a positive manner.

30.3 commenting favorably regarding pupil-made projects or materials brought into classroom by children.

30.4

30.5

31.0 provides opportunity for children to participate in large and small group and/or committee activities
as evidenced by:

31.1 knowing when and how to organize group work, etc. in unit development.

31.2 adjusting group organization to increase involvement of its members.

31.3 using sociometric measures to understand the group interaction patterns.

31.4

31.5

32.0 demonstrates skill in classroom management
as evidenced by:

32.1 having materials and equipment available and ready for use as planned and using pupils to distribute, collect, and further organize materials.

32.2 having learning centers arranged in a manner which will attract controlled numbers of

pupils to each as discussed in cooperative planning with pupils.
32.3 controlling heat and light for pupil comfort.
32.4
32.5

33.0 shows intelligence in meeting problems encountered in the classroom as evidenced by:

33.1 having alternate plans ready when audio-visual fails or does not arrive.
33.2 responding appropriately to health emergencies or to messages sent to the classroom.
33.3 arranging time to work with individuals who express frustration due to comprehension problems.
33.4
33.5

34.0 demonstrates clear understanding of concepts in subject matter areas as evidenced by:

34.1 accurately explaining or developing through use of concrete examples and diagrams.
34.2 pointing out practical application of concepts; i.e., evidences of democracy in something that happened in class.
34.3 predicting which students will have difficulty with specific elements of the concept due to complexity and offering ways to plan for that pupil.
34.4
34.5

35.0 is able to guide children in arriving at concepts as evidenced by:

35.1 using a variety of multi-sensory materials to meet the needs of individual children.
35.2 using several references and a number of texts with any specific topic.
35.3 using opportunities throughout the day, in informal conversations, to clarify the concept.
35.4
35.5

36.0 helps children to apply learning to new situations (transfer theory) as evidenced by:

36.1 using examples of math in teaching social studies.
36.2 having children predict endings to stories or possible outcomes of experiments.
36.3 making comparisons of one situation to others.
36.4
36.5

37.0 implements lessons in logical sequence as evidenced by:

37.1 having the pattern of goals evident to the children.
37.2 developing lessons from easy to more difficult work.
37.3 giving directions in logical sequence.
37.4
37.5

38.0 introduces lessons in an effective and interesting manner as evidenced by:

38.1 using attention-getting devices to introduce lessons, i.e., articles concealed in box, clues given to arouse curiosity.

38.2 using animated, expressive voice and manner.
38.3 using an asking versus telling mode in initiating lessons.
38.4
38.5

39.0 provides for necessary and appropriate depth in lessons
as evidenced by:

39.1 learners being able to do independent activities successfully after instruction is given.
39.2 applying all levels of taxonomy of thought processes.
39.3 increasing complexity of task as pupils grasp concepts.
39.4
39.5

40.0 gives directions clearly and concisely
as evidenced by:

40.1 giving a few, clearly worded, directions as needed to progress toward goal.
40.2 providing directions in logical sequence.
40.3 using vocabulary words the child understands.
40.4
40.5

41.0 is able to pace lessons to meet the needs of the learner
as evidenced by:

41.1 listening to student's responses and not cutting pupil responses short.
41.2 varying active and quiet activities within the lesson.
41.3 speeds up pace for more rapid learners and slows down pace to develop understanding for slow learners.
41.4
41.5

42.0 is able to help children conclude and/or summarize lessons effectively
as evidenced by:

42.1 asking some children to generalize key concepts developed in the lesson.
42.2 using experience chart or chalkboard to summarize what children learned from a lesson (or when pertaining to a unit of work, having pupils engage in some culminating project to share experiences relating to main concepts.)
42.3 asking pupils to respond specifically to questions, such as: "If your parents ask you what you learned in social studies today, what will you tell them?"
42.4
42.5

43.0 shows imagination and creativity in teaching
as evidenced by:

43.1 giving the children opportunities to create their own expressions of experiences, i.e., stories, plays, booklets, games and puppets.
43.2 providing experiences for open-ended thinking–synthesis–imagining vs. over-emphasis on memorization of information.
43.3 using learning games and/or any manipulative devices (which were made by student teacher).
43.4
43.5

44.0 uses a variety of materials in teaching
as evidenced by:

44.1 locating and using equipment and materials available in school Instructional Material Center.
44.2 initiating and renewing learning centers frequently with interesting materials.
44.3 finding other sources to obtain materials and equipment that are not available in the school system.
44.4
44.5

45.0 uses a variety of teaching techniques
as evidenced by:

45.1 constantly selecting and using new lesson ideas, varied activities that the students will enjoy, e.g., role playing, simulation, programmed materials, games, lecture, drill, field trips, visiting consultants, etc.
45.2 moving around class to get all children involved, varying seating arrangements appropriate to technique selected.
45.3 displaying energy level appropriate to lesson and age of children to insure success of chosen technique.
45.4
45.5

46.0 generates enthusiasm for learning
as evidenced by:

46.1 learners being happy and eager to respond.
46.2 learners initiating further discussion relating to concepts taught.
46.3 learners doing self-selected research eagerly or bringing in articles relating to subject.
46.4
46.5

47.0 individualizes classroom control as related to interest in the task
as evidenced by:

47.1 knowing each child well enough to use what he or she responds best to in regard to control.
47.2 recognizing situation in which to supply additional help to eliminate frustration that could be released through misbehavior.
47.3 permitting noise and action level increases with pupil enthusiasm or activity.
47.4
47.5

AS A COMMUNICATOR:

* 48.0 communicates effectively with children orally
as evidenced by:

48.1 conversing in a manner appropriate to the learner's maturity level, i.e., avoiding either speaking "above their heads" or "down to" the children.
48.2 providing directions, questions, and statements in clear, precise fashion.
48.3 accepting the idiom and vernacular of the learner's cultural pattern.
48.4
48.5

49.0 communicates effectively using written language
as evidenced by:

- 49.1 consistently checking his/her own written materials (e.g., lesson/unit plans, reproduced material for accuracy of spelling and sentence structure.)
- 49.2 lettering in cursive or manuscript style in readable–organized fashion when using various media (e.g., chalkboard, charts, etc.)
- 49.3 adapting written language to the reading vocabulary level of the learners.
- 49.4
- 49.5

50.0 communicates effectively with adults (e.g., college supervisor, cooperating teacher, team members, parents, administrators)
as evidenced by:

- 50.1 conferencing openly with minimal anxiety, tension or defensiveness regarding his/her professional plans, growth, educational issues, etc.
- 50.2 converses tactfully and positively with children's parents regarding pupils, etc. as occasions arise.
- 50.3 taking active versus passive role in conferences or seminars (i.e., brings up questions and possible solutions in contrast to waiting to be stimulated or questioned, refers to specific records kept of problems or achievements as basis for discussions, etc.)
- 50.4
- 50.5

51.0 enhances the teaching/learning process by utilizing a multi-media approach
as evidenced by:

- 51.1 consistently and effectively using an appropriate audio-visual machine to develop a concept or vary the presentation of information, or enrich learning.
- 51.2 previewing films/filmstrips and summarizing or clarifying media content with children after presentation.
- 51.3 using pupils as much as possible to operate and maintain equipment.
- 51.4
- 51.5

52.0 comment individually on the media that have been used successfully in terms of gains for children, indicating the approximate number of times used, manner, appropriateness, etc.
as evidenced by:

- 52.1 chalkboard, charts, pictures, bulletin boards (student and/or pupil made).
- 52.2 projectors and tapes–overhead, movie, filmstrips, audiotapes, videotapes.
- 52.3 other creative materials (specify).
- 52.4
- 52.5

AS AN EVALUATOR

* 53.0 demonstrates the ability to evaluate the progress of children
as evidenced by:

- 53.1 constructing and administering appropriate teacher-made tests related to objectives of lessons taught and utilizing the results as the basis for subsequent lessons.
- 53.2 administering diagnostic and/or standardized tests and translates test scores into a profile of strengths, weaknesses, and abilities of individual pupils.
- 53.3 administering and interpreting informal reading inventories for individual diagnosis

and prescription of subsequent reading activities.

53.4

53.5

* 54.0 demonstrates ability to evaluate his/her own progress in teaching competencies as evidenced by:

54.1 using students' reactions and progress to evaluate his own performance and modify his/her behavior accordingly.

54.2 selecting a few, specific behaviors to concentrate on for improvement within predetermined blocks of time utilizing mutually agreed upon methods of possible attainment versus vague, general growth approach.

54.3 using objective system analysis approach to evaluate his lessons captured on video or audio tape (e.g., Flanders or Withall) and modifies behavior as results indicate need for change.

54.4

54.5

55.0 demonstrates ability to guide children toward evaluation of cooperatively planned experiences as evidenced by:

55.1 eliciting pupil oral and/or written suggestions for change, high points, weak points in unit or individual work.

55.2 using pupil suggested questions for group tests.

55.3 accepting suggestions and thoughts of children, and allowing for development and discussion of all consequences so that children will develop many options to choose from in decision making.

55.4

55.5

56.0 demonstrates ability to guide children toward self-evaluation as evidenced by:

56.1 providing time for conferencing with each individual to assess progress or reasons for lack of progress and assisting individuals in developing next steps or goal-setting.

56.2 encouraging children to keep accurate records of tasks accomplished, their test results, etc. in their own notebooks or on charts (e.g., bar graph for daily/weekly spelling or math results.)

56.3 using self-correcting activities or programmed materials in learning centers to permit immediate feedback for pupils.

56.4

56.5

1294--8/75--2M

STATE UNIVERSITY COLLEGE AT BUFFALO GUIDELINE – STUDENT TEACHER PROGRESS

ELEMENTARY DIVISION

Student Teacher _____ Level Taught _____

Teaching Period – Entrance Date _____ Exit Date _____

Supervising Teacher _____ College Supervisor _____

School and Location _____

Type of Situation _____

Conference Dates _____

This form will indicate a growth continuum which will guide the cooperating teacher and student teacher in establishing goals and describing professional achievement.

As early as possible, the cooperating teacher and student teacher should discuss and review initial behavior. Ongoing and periodic interaction with appropriate indication on the form should occur a **minimum of three times during each situation.** Use of the form every 2–3 weeks will assist in clearly establishing the professional growth of the individual student. An arrow should indicate growth ——→ or regression ←——.

Documented conferring will substantiate the information indicated by the arrows. Written comments are requested at the end of each category.

Please date the comments or vary the pen colors to facilitate reading.

*STARRED BEHAVIORS MUST BE MET BY THE STUDENT.

THE FINAL CONFERENCE WILL INCLUDE THE COLLEGE SUPERVISOR

Example:

THE STUDENT TEACHER:	Behavior Attained
* AS A PERSON:	Date:
1.0 demonstrates initiative. _____	_____

Note: The handbook entitled **"Teacher Behaviors, Evidences of Achievement"** offers examples intended to clarify the manner in which behavior may be assessed.

_____ Supervising Teacher

_____ Student Teacher

_____ College Supervisor

_____ Performance

1200–8/75–2M

TEACHING BEHAVIORS

THE STUDENT TEACHER:

AS A PERSON:

		Behavior Attained Date:
* 1.0	demonstrates initiative.	_____
* 2.0	assumes responsibility.	_____
* 3.0	demonstrates a willingness to work.	_____
* 4.0	demonstrates a respect for children.	_____
* 5.0	encourages each child toward the development of a positive self-image.	_____
6.0	demonstrates poise and confidence when working with children.	_____
7.0	demonstrates energy and vitality when working with children.	_____
8.0	adapts readily to change (new ideas and situations).	_____
9.0	displays a sense of humor in most situations.	_____

COMMENTS

AS A PROFESSIONAL:

		Behavior Attained Date:
* 10.0	establishes desirable relationships with children.	_____
* 11.0	establishes desirable relationships with faculty.	_____
12.0	establishes desirable relationships with staff.	_____

Behavior Attained Date:

13.0 establishes desirable relationships with parents, when possible. _____ _____

COMMENTS

AS A PLANNER:

14.0 has clear purposes for learning activities (relevant and useful). _____ _____

15.0 is able to state objectives of planned outcomes for learners. _____ _____

16.0 providing for varying levels of ability in planning. _____ _____

17.0 provides for cooperative teacher-pupil planning. _____ _____

18.0 provides for continuity in long-range planning. _____ _____

19.0 has materials and supplies ready in advance. _____ _____

20.0 provides for a flexible classroom environment. _____ _____

21.0 includes a variety of questioning techniques. _____ _____

22.0 includes a variety of problem-solving techniques. _____ _____

COMMENTS

AS A FACILITATOR OF LEARNING:

Behavior Attained Date:

23.0 Understands and applies the learning process in teaching. _____ _____

* 24.0 recognizes various learning styles of children and deals appropriately with each. _____ _____

25.0 demonstrates ability to provide for individual differences. _____ _____

26.0 demonstrates ability to relate the experiences of individual children to class experiences. _____ _____

27.0 provides opportunity for creative experiences for children. _____ _____

* 28.0 provides children opportunity for meaningful activities. _____ _____

29.0 provides opportunity for active pupil participation in learning. _____ _____

30.0 demonstrates ability to wisely use the contributions of children. _____ _____

31.0 provides opportunity for children to participate in large and small group and/or committee activities. _____ _____

32.0 demonstrates skill in classroom management. _____ _____

33.0 shows intelligence in meeting problems encountered in the classroom. _____ _____

34.0 demonstrates clear understanding of concepts in subject matter areas. _____ _____

35.0 is able to guide children in arriving at concepts. _____ _____

36.0 helps children to apply learning to new situations (transfer theory). _____ _____

37.0 implements lessons in logical sequence. _____ _____

38.0 introduces lessons in an effective and interesting manner. _____ _____

39.0 provides for necessary and appropriate depth in lessons. _____ _____

40.0 gives directions clearly and concisely. _____ _____

41.0 is able to pace lessons to meet the needs of the learner. _____ _____

42.0 is able to help children conclude and/or summarize lessons effectively. _____ _____

43.0 shows imagination and creativity in teaching. _____ _____

44.0 uses a variety of materials in teaching. _____ _____

45.0 uses a variety of teaching techniques. _____ _____

	Behavior Attained Date:
46.0 generates enthusiasm for learning.	
47.0 individualizes classroom control as related to interest in the task.	

COMMENTS

AS A COMMUNICATOR:

	Behavior Attained Date:
48.0 communicates effectively with children orally.	
49.0 communicates effectively using written language.	
50.0 communicates effectively with adults (e.g., college supervisor, cooperating teacher, team members, parents, administrators).	
51.0 enhances the teaching/learning process by utilizing a multi-media approach.	
52.0 comment individually on the media that have been used successfully in terms of gains for children, indicating the approximate number of times used, manner, appropriateness, etc.	

COMMENTS

AS AN EVALUATOR

		Behavior Attained Date:
* 53.0	demonstrates the ability to evaluate the progress of children.	
* 54.0	demonstrates ability to evaluate his/her own progress in teaching competencies.	
55.0	demonstrates ability to guide children toward evaluation of cooperatively planned experiences.	
56.0	demonstrates ability to guide children toward self-evaluation.	

COMMENTS

ADDITIONAL COMMENTS

APPENDIX B

Checklist for Student Evaluation of Taped Lesson*

Instructions: Tape a lesson for two 15-minute or one 30-minute period. Classify all questions made by teacher (student) as lower level, requiring facts or recall, or higher cognitive processes from pupils. Do not count a question more than once. For example, if the teacher repeats a question or redirects it to another pupil, do not count it. Classify teacher questions for first half of tape under Part I below. Then classify teacher questions for second half of tape under Part II.

Part I--1st half of tape (7 1/2 min. or 15 min.)

	Tally	Total
A. Fact Questions	____	____
B. Higher Cognitive Questions	____	____
C. All Questions A and B	____	____

Part II--2nd half of tape

	Tally	Total
A. Fact Questions	____	____
B. Higher Cognitive Questions	____	____
C. All Questions A and B	____	____

Summary:

Part I--proportion of higher cognitive questions (B/C)	____
Part II--proportion of higher cognitive questions (B/C)	____
Total proportion of higher cognitive questions ($B_1 + B_2$/ $C_1 + C_2$)	____

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*Adapted from Teacher Corps, State University College at Buffalo.

APPENDIX C

State University College at Buffalo
Buffalo, New York

NAME _____

ELEMENTARY EDUCATION FOLLOWUP STUDY

The following questionnaire will measure your attitudes toward specific aspects of your undergraduate program at the State University College at Buffalo. Please complete each question by circling the appropriate response and return the completed form in the enclosed envelope. If you are not teaching at present or have never taught, complete the questions based on any experience you have had, including student teaching.

All answers will remain confidential.

PART I: Please complete the following questions by circling the appropriate number.

1 Are you male or female?

1. Male
2. Female

2. Are you teaching at the present time? (If you are not teaching at the present time, do not complete Questions 3, 4, 5, and 6, but proceed to Question 7).

1. Yes (full-time)
2. Yes (part-time including substitute teaching)
3. Not teaching at present

3. What grade level are you currently teaching?

1. Nursery or kindergarten
2. Primary (1st, 2nd, or 3rd grades)
3. Intermediate (4th, 5th, or 6th grades)
4. Other (Please specify) _____

4. How would you describe the school in which you teach?

1. Public
2. Private

(Continued)

5. How would you describe the school district in which you teach?

   1. Rural
   2. Suburban
   3. Urban (not inner-city)
   4. Inner-city

6. How would you describe the location in which you are teaching?

   1. Western New York State
   2. New York State, but not Western New York
   3. Outside New York State (Please specify)_____

7. If you are not teaching, please indicate why.

   1. Unable to find a job.
   2. Married and not interested in teaching
   3. Working at a different job
   4. Attending graduate school
   5. Other (Please specify) _____

8. Before applying to the elementary education program, how well informed were you concerning the availability of jobs in teaching?

   1. Uninformed
   2. Informed and concerned
   3. Informed but not concerned

9. How would you evaluate the liberal arts component of your program?

   1. Poor
   2. Below average
   3. Average
   4. Above average
   5. Superior

10. How would you evaluate your undergraduate program in education?

    1. Poor
    2. Below average
    3. Average
    4. Above average
    5. Superior

(Continued)

11. How would you evaluate the elective courses in education?

    1. Poor
    2. Below average
    3. Average
    4. Above average
    5. Superior

PART II: Evaluate each of the following courses in regard to how much it contributed to your professional background by circling the appropriate number. Rate the courses on a 5 point scale ranging from Number 1 (low in contribution) to Number 5 (high in contribution).

12.	ED 210 Introduction to Human Development	1	2	3	4	5
13.	ED350/351/352 Human Development during Early Childhood/Elementary School/ Pre-Adolescence and Adolescence	1	2	3	4	5
14.	ED 201 School and Society	1	2	3	4	5
15.	ED 314 Teaching Reading and Language Arts	1	2	3	4	5
16.	ED 301 Teaching Social Studies, Science and Mathematics	1	2	3	4	5
17.	ED 401 Practicum in Elementary School Teaching (Student Teaching)	1	2	3	4	5
18.	ED 402 Seminar in Education	1	2	3	4	5

PART III: The following broad competency areas represent a set of behaviors which should be acquired in an undergraduate elementary education program. Indicate the degree to which each of the following competencies was acquired by you during your undergraduate program.

Circle Number 1 if the competency was not acquired.

Circle Number 2 if the competency was acquired to a limited degree.

Circle Number 3 if the competency was acquired to a satisfactory degree.

19.	Become aware of a) how my behavior is influenced by situations and my personal beliefs and b) to accept values which differ from my own.	1	2	3

(Continued)

20.	Interact constructively with adults and children; show regard for other persons; be approachable; responsive and supportive.	1	2	3
21.	Understand the developmental process of elementary education (physical, intellectual, social and emotional).	1	2	3
22.	Understand various learning theories and their application to the teaching process.	1	2	3
23.	Understand group dynamics and leadership theories.	1	2	3
24.	Understand characteristics of various sub-cultures and the relationships between them in the elementary school.	1	2	3
25.	Understand school-community relationships and deal effectively in situations involving parents.	1	2	3
26.	Relate curriculum to the developmental needs of children and societal problems.	1	2	3
27.	Manage an instructional program by designing, conducting and evaluating curricular programs.	1	2	3
28.	Use audiovisual materials and equipment.	1	2	3
29.	Analyze the individual learning patterns of students, prescribe instructional approaches, and evaluate the results.	1	2	3
30.	Deal effectively with disruptive students and students with learning disorders.	1	2	3
31.	Counsel individual students and promote self-direction through indirect guidance.	1	2	3
32.	Help students to consider alternative values and to develop a personal value system.	1	2	3
33.	Teach students techniques of problem-solving.	1	2	3
34.	Help students to define goals, identify problems, select resources and evaluate outcomes.	1	2	3
35.	Help students understand group process (group decision making, leadership skills, and peer relationships).	1	2	3
36.	Design large group, small group and individual activities which facilitate individual learning.	1	2	3

(Continued)

37. Work cooperatively and effectively with other teachers, paraprofessionals and resource persons. 1 2 3

PART IV: Please respond to the following questions. Use additional pages if necessary.

1. What were the major strengths of the program?

2. What were the major weaknesses of the program and what are your specific recommendations to improve these weaknesssses?

Thank you for your cooperation.

APPENDIX D

State University College at Buffalo
Buffalo, New York

STUDENT COURSE AND INSTRUCTOR EVALUATION QUESTIONNAIRE

Please answer all questions objectively. If a question is not applicable to this course, then leave it blank. Use a number two pencil. Enter answers to their corresponding number on the computer form.

1. Your primary reason, outside of fulfilling a requirement, for enrolling in this course was:

   a. the instructor's good reputation for teaching
   b. the instructor's grading practice
   c. there was nothing else available at registration
   d. the course content seemed useful or interesting
   e. it was taught at a convenient time

2. To what degree were the course objectives and grading procedure made clear early in the semester?

   a. to an extremely high degree
   b. to a substantial degree
   c. to a moderate degree
   d. to a small degree
   e. not at all

3. Does the instructor provide clear and reasonable guidelines for assignments?

   a. always
   b. usually
   c. sometimes
   d. seldom
   e. never

4. The instructor's knowledge of the course material appears to be:

   a. excellent
   b. good
   c. adequate
   d. less than adequate
   e. poor

5. Is the instructor adequately prepared for each class?

   a. always
   b. usually
   c. sometimes
   d. seldom
   e. never

(Continued)

6. Does the instructor provide examples or illustrations to clarify pertinent material?

   a. always
   b. usually
   c. sometimes
   d. seldom
   e. never

7. Rate the instructor's enthusiasm and interest in the course.

   a. extremely enthusiastic and interested
   b. significantly enthusiastic and interested
   c. moderately enthusiastic and interested
   d. slightly enthusiastic and interested
   e. minimally enthusiastic and interested

8. Does the instructor put his material across in a stimulating manner?

   a. always
   b. usually
   c. sometimes
   d. seldom
   e. never

9. Is the instructor fair and impartial in his dealings with students?

   a. always
   b. usually
   c. sometimes
   d. seldom
   e. never

10. Does the instructor make students feel free to express ideas and ask questions?

    a. always
    b. usually
    c. sometimes
    d. seldom
    e. never

11. Is the instructor open to discussion of ideas outside his viewpoint?

    a. always
    b. usually
    c. sometimes
    d. seldom
    e. never

12. To what degree does the instructor motivate you to independent thinking and critical reasoning?

    a. to an extremely high degree
    b. to a substantial degree
    c. to a moderate degree
    d. to a small degree
    e. not at all

(Continued)

13. If sought, is the instructor readily accessible for help outside class?

a. always
b. usually
c. sometimes
d. seldom
e. never

14. Would you recommend this instructor to a friend whose needs, interests, and abilities are similar to your own?

a. highly recommend him
b. recommend him
c. undecided
d. probably not
e. not at all

15. Rate the quality of classroom activities (that is, lectures, labs, discussions and projects).

a. excellent
b. good
c. fair
d. below average
e. poor

16. Do the assigned readings and classroom activities (that is, lectures, etc.) complement one another?

a. always
b. usually
c. sometimes
d. seldom
e. never

17. To what degree do the evaluative opportunities given you reflect your understanding of the course material?

a. to an extremely high degree
b. to a substantial degree
c. to a moderate degree
d. to a small degree
e. not at all

18. The most important factor for success on exams is:

a. knowledge of readings
b. knowledge of lectures
c. use of test skills
d. combination of a and b
e. combination of a and/or b and c

19. Are exams and papers returned promptly?

a. always
b. usually
c. sometimes
d. seldom
e. never

(Continued)

20. In terms of content, would you recommend this course to a friend whose needs, interests, and abilities are similar to your own?

a. highly recommend it
b. recommend it
c. undecided
d. probably not
e. not at all

APPENDIX E

State University College at Buffalo
Buffalo, New York

NAME _____

UNDERGRADUATE SURVEY
SKILLS/KNOWLEDGES/ATTITUDES

Please evaluate the extent to which you feel you accomplished the following general and specific program objectives using Columns 1 through 5 on the rating scale. A rating of "1" would indicate very low level of attainment, while a rating of "5" would indicate a very high level of attainment. A rating of "2" would indicate a below average level, a rating of "4" would be above average, and a rating of "3" would be an adequate or average level of attainment.

Completion of this phase of the program helped me become more proficient in the following roles of a teacher:

1. Humanist
2. Diagnoser
3. Prescriber
4. Implementor

Completion of this phase of the program helped me attain the following skills, knowledges or attitudes (SKA's):

5. Write behavioral objectives
6. Classify behavioral objectives
7. Develop and sequence behavioral objectives appropriate for a specified instructional setting.
8. Describe the positive and negative aspects of using instructional objectives

I feel that the following SKA's are important to me as a prospective teacher:

9. Write behavioral objectives
10. Classify behavioral objectives
11. Develop and sequence behavioral objectives appropriate for a specified instructional setting.
12. Describe the positive and negative aspects of using instructional objectives.

APPENDIX F

State University College at Buffalo
Buffalo, New York

ELEMENTARY EDUCATION FOLLOWUP STUDY
Administrator's Questionnaire

NAME: _____ SCHOOL: _____

Based on your observations of graduates of the State University College at Buffalo, how would you evaluate the program at the College compared to that of other institutions. Please complete each question.

Individual responses will remain confidential.

PART I: Please complete the following questions by circling the number of the answer of your choice.

1. How would you describe the school district in which you are employed?

   1. Rural
   2. Suburban
   3. Urban (not inner-city)
   4. Inner city

2. How many classroom teachers are employed in the school unit for which you are responsible?

   1. Less than 10
   2. 10 to 25
   3. 25 to 40
   4. 40 to 60
   5. 60 or more

3. How large is the student enrollment in your school district?

   1. Less than 1500
   2. 1500 to 3000
   3. 3000 to 6000
   4. 6000 to 10,000
   5. 10,000 or more

(Continued)

4. How many students are enrolled in the school unit for which you are responsible?

   1. Less than 100
   2. 100 to 500
   3. 500 to 900
   4. 900 to 1500
   5. 1500 or more

5. What percentage of these classroom teachers completed the elementary education certification program at the State University College at Buffalo?

   1. Less than 10 percent
   2. 10 to 25 percent
   3. 25 to 50 percent
   4. 50 to 75 percent
   5. 75 percent or more

PART II: Questions 6 through 14 concern teachers you currently supervise.

Circle Number 1 if you strongly disagree

Circle Number 2 if you disagree

Circle Number 3 if you are undecided

Circle Number 4 if you agree

Circle Number 5 if you strongly agree

Compared to graduates of other institutions, graduates of elementary education certification program at the State University College at Buffalo, in general ....

6.	... teach more effectively	1	2	3	4	5
7.	... demonstrate greater ability to use innovative teaching methods	1	2	3	4	5
8.	... demonstrate greater willingness to participate in community activities	1	2	3	4	5
9.	... work with parents more effectively	1	2	3	4	5
10.	... teach specific skills in reading and mathematics more effectively, as demonstrated by pupil achievement on standardized achievement tests	1	2	3	4	5

(Continued)

11.	... work constructively with the administration	1	2	3	4	5
12.	... continue to grow professionally as demonstrated by factors such as graduate study and professional reading	1	2	3	4	5
13.	... exhibit leadership qualities	1	2	3	4	5
14.	... all other factors being equal, I would hire a graduate from the State University College at Buffalo in preference to a graduate from another institution	1	2	3	4	5

PART III: The following broad competency areas, adapted from the State of Florida "Catalog of Teacher Competencies", are considered appropriate for elementary teachers. Each competency area represents a complex set of behaviors which should be acquired in an undergraduate teaching program. Remember these are not specific objectives, but broad areas.

In your opinion, indicate the degree to which graduates of the elementary education certification program at the State University College at Buffalo acquired the competence described below:

Circle Number 1 if the competency was not acquired.

Circle Number 2 if the competence was acquired to limited degree.

Circle Number 3 if the competency was acquired to a satisfactory degree.

15.	Become aware of their behavior patterns and how they are influenced by situations and by their beliefs; b) aware of personality characteristics; c) accept a variety of behavior in others that differs from their own.	1	2	3
16.	Interact constructively with other adults and with children; show regard for persons; be approachable, responsive and supportive.	1	2	3
17.	Understand the developmental process of elementary children (physical, intellectual, social, emotional).	1	2	3
18.	Understand various learning theories and their application to the learning process.	1	2	3

(Continued)

19.	Understand group dynamics and leadership theories.	1	2	3
20.	Understand characteristics of various sub-cultures and the relationships between them in the elementary school.	1	2	3
21.	Understand relationships between the school and the community and between the teacher and parents.	1	2	3
22.	Understand curriculum planning and the opportunities appropriate to elementary school which facilitate the developmental tasks of children and are responsive to community problems.	1	2	3
23.	Understand procedures of managing an instructional program. (design, conduct, evaluate and revise curriculum and instruction).	1	2	3
24.	Identify appropriate resources for teaching in the elementary school.	1	2	3
25.	Use audiovisual materials and equipment.	1	2	3
26.	Analyze the learning patterns of individual students, prescribe for these and evaluate results.	1	2	3
27.	Deal effectively with unusual classroom problems.	1	2	3
28.	Counsel individual students and promote self-direction through indirect guidance.	1	2	3
29.	Help students to consider alternative values and to develop personal, workable valuing systems.	1	2	3
30.	Teach students techniques of problem-solving	1	2	3
31.	Provide opportunities and guidance to help students become independent learners (define goals, identify problems, select resources and evaluate outcomes).	1	2	3
32.	Help students understand group process (group decision making, leadership skills, and peer relationships).	1	2	3

(Continued)

33.	Design large group, small group and individual activities according to the kinds of learnings that are facilitated by the different groupings.	1	2	3
34.	Work in cooperative teaching situations with other teachers, paraprofessionals and resource persons.	1	2	3

PART IV: Please respond to the following questions in regard to graduates of the elementary education program at the State University College at Buffalo.

1. What were the major strengths exhibited by graduates of the program?

2. What were the major weaknesses exhibited by graduates of the program?

3. What are your specific recommendations to improve these weaknesses?

Feel free to add any additional comments concerning any aspect of the program. Use additional pages, if necessary.

Thank you for your cooperation.

APPENDIX G

State University College at Buffalo
Buffalo, New York

NAME _____

GRADUATE ELEMENTARY EDUCATION FOLLOWUP STUDY

The following questionnaire will measure your attitude toward your graduate program at the State University College at Buffalo. Please complete each question by checking the appropriate response and return the completed form in theenclosed envelope.

All answers will remain confidential. Your response will be most helpful in allowing us to gain a new perspective on the program and may serve as a basis for implementing desirable changes.

PART I: This section provides the necessary background information essential to evaluating the questionnaire. Please check the appropriate blank for each item.

1. Sex: Male _____ Female _____

2. Age: 21 - 29 _____
   30 - 45 _____
   Over 45 _____

3. Where did you receive your baccalaureate degree:

   SUC at Buffalo _____
   Another SUNY institution _____
   Out-of-State or Private _____

4. Area of undergraduate degree. (Please indicate area closest to your field):

Elementary Education	_____	Industrial Arts	_____
Secondary Education	_____	Home Economics	_____
Exceptional Education	_____	Liberal Arts	_____
Vocational Education	_____	Other	_____

The following questions deal with teaching experience. Please respond to all questions which apply to you. If you have no teaching experience, including substitute teaching, proceed to item 11.

5. Teaching experience, including full-time and substitute teaching (roughly estimate substitute teaching time in terms of full-time equivalents):

Less than 1 year	_____	5 - 10 years	_____
1 - 5 years	_____	Over 10 years	_____

(Continued)

6. Are you currently teaching:

Full time	_____	Substitute teaching	_____
Part time	_____	Not Teaching	_____

7. What grade level are you currently teaching? (If you have taught more than one level, please check more than one area):

Nursery or Kindergarten	_____
Primary (1st, 2nd, 3rd)	_____
Intermediate (4th, 5th, 6th)	_____
Early Secondary (7th or 8th)	_____
Exceptional Education	_____
Other (Please indicate)	_____

8. Type of school:

Public	_____	Private	_____

9. Type of district:

Rural	_____	Urban (not Inner City)	_____
Suburban	_____	Inner City	_____

10. If you are not teaching at the present time, indicate why:

Unable to find a teaching job	_____
Married & not currently interested in teaching	_____
Working at a different job by choice	_____
Attending school	_____
Other (Please specify)	_____

11. If you are not presently teaching, do you anticipate looking for a teaching position in the future?

Yes	_____	No	_____

12. Before applying to the Graduate Program in Elementary Education, how well informed were you concerning the availability of positions in teaching at this level?

Uninformed & concerned	_____	Informed but not concerned	_____
Informed & concerned	_____	Uninformed but not concerned	_____

13. If you were uninformed, would prior knowledge of the employment situation have affected your decision to pursue your Masters degree in Elementary Education?

Yes	_____	No	_____

(Continued)

PART II: The following items concern your evaluation of various aspects of your Master's program and of services and/or functions necessary to complete your program. Please evaluate each item as being Poor, Below Average, Average, Above Average or Superior.

	POOR	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	SUPERIOR
How would you evaluate the following required courses?					
14. ED 595 Research Methods and Techniques (ED 694 in the new program)	___	___	___	___	___
15. ED 601 Seminar in Elementary Education (ED 695 Thesis in the new program)	___	___	___	___	___
16. Arts & Sciences elective (Humanistic Foundations in the new program)	___	___	___	___	___
17. Behavioral Studies elective (Behavioral Foundations in the new program)	___	___	___	___	___
18. In general, how would you evaluate the academic aspects of your Master's program?	___	___	___	___	___
19. How would you evaluate advisement by your advisor?	___	___	___	___	___
20. In general, how would you rate your department's service to you as a Graduate student?	___	___	___	___	___
21. In general, how would you rate the services provided by the Graduate Office?	___	___	___	___	___
22. In general, how would you evaluate your entire experience in Graduate school in terms of its professional relevance to you?	___	___	___	___	___

(Continued)

PART III: The following section will provide an opportunity for you to express your feelings concerning your Masters program and to give us your recommendations for improving the program. Please comment also on services provided to you by the Graduate Office. Use additional pages if necessary.

23. What were the major strengths of your Masters program?

24. What were the major weaknesses of the program and what are your specific recommendations to improve these weaknesses?

Thank you for your cooperation.